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ABSTRACT

This document compiles the addresses presented at the 1st Annual Staff Development Workshop sponsored by the Western North Carolina Consortium. Presentations include: (1) "Staff Development--Why?" by Louis W. Bender; (2) "Staff Development--The State of the Art" by W. Robert Sullins; (3) "State Resources" by Hazel Small; (4) "University Resources" by Lawrence Arney; (5) "Cooperative Staff Development Possibilities--Western North Carolina Consortium with Appalachian State University" by Leland Cooper; and (6) "Federal Resources" by Louis Bender. Also included in the document are summaries, and in some cases transcripts, of four workshop discussion sessions. Appended are several papers not presented at the workshop but expected to be of interest to the participants: "Planning: Following the Golden Decade of the Sixties" and "Cooperative Planning for Optimum Institutional Planning" by Louis Bender; "Staff Development--Institutional Need--Fact or Myth" by W. Robert Sullins; "Staff Development for the Rural Community College" by William R. Richardson; and "The Business-Industry Survey: Its Use on Institutional Planning" by Gary Melville and Elmo Roesler. The appended papers make up one-half of the document. (JDS)

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Proceedings of

1st ANNUAL STAFF DEVELOPMENT WORKSHOP
Asheville, North Carolina
April 24—25, 1975

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NEW EMPHASIS: MAKING STAFF DEVELOPMENT HAPPEN

Sponsored by

Western North Carolina Consortium

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Ms. Joanne Johnston	Western Piedmont Community College
Dr. Phillip Lewis	Wilkes Community College
Dr. Hazel Small	Department of Community Colleges

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PROGRAM
FIRST ANNUAL CONFERENCE ON STAFF DEVELOPMENT
WESTERN NORTH CAROLINA CONSORTIUM, INC.

April 24 and 25, 1975

Theme
NEW EMPHASIS: MAKING STAFF DEVELOPMENT HAPPEN

THURSDAY, APRIL 24, 1975

9:00 - 9:30	REGISTRATION - LOBBY	
9:30 - 10:45	Welcome Dogwood Room	Mr. Harvey Haynes, Dean of Instruction Asheville-Buncombe Technical Institute
	Program Overview	Dr. William R. Richardson
	SESSION I STAFF DEVELOPMENT - WHY? Dogwood Room	
	Introduction of Speaker	Ms. Joanne Johnston
	Speaker	Dr. Louis W. Bender Professor of Higher Education Florida State University
10:45 - 11:00	BREAK - LOUNGE	
11:00 - 12:00	Group Sessions	
	Group A Dogwood Room	Mr. Kenneth Garrett
	Group B Oak Room	Mr. Carl Moore
	Group C Rhododendron Room	Ms. Phyllis Hart
12:00 - 1:30	LUNCH - BUFFET AVAILABLE	Dining Room
1:30 - 2:30	SESSION II STAFF DEVELOPMENT - STATE OF THE ART	Dogwood Room
	Introduction of Speaker	Dr. Lawrence Arney
	Speaker	Dr. W. Robert Sullins, President New River Community College Dublin, VA
2:30 - 3:00	BREAK - LOUNGE	
3:00 - 4:00	Group Sessions	
	Group A Dogwood Room	Dr. Phillip Lewis
	Group B Oak Room	Mr. Paul Apple
	Group C Rhododendron Room	Mr. James Turner
7:00 ------	DINNER STAFF DEVELOPMENT TASK GROUP MEMBERS DEPARTMENT OF COMMUNITY COLLEGE STAFF MEMBERS CONSULTANTS ADMINISTRATIVE COUNCIL MEMBERS	Dogwood Room

FRIDAY, April 25, 1975

9:30 - 10:45	SUMMARY OF PRIOR DAY PROCEEDINGS AND OBJECTIVES FOR TODAY Dogwood Room		Dr. Leland Cooper
	SESSION III STAFF DEVELOPMENT RESOURCES		Dogwood Room
	A. State Resources		Dr. Hazel Small
	B. University Resources		Dr. Lawrence Arney Dr. Leland Cooper Dr. Rick Howell
	C. National Resources		Dr. Louis W. Bender
10:45 - 11:00	BREAK		
11:00 - 11:45	Group Sessions		
	Group A	Dogwood Room	Ms. Marty Shields
	Group B	Oak Room	Ms. Beverly Hawkins
	Group C	Rhododendron Room	Mr. Carlos Surrat
12:15 - 2:00	LUNCHEON BUFFETT		Dogwood Room
	SESSION IV STAFF DEVELOPMENT - WHEN?		
	Panelists		Dr. Louis W. Bender Dr. W. Robert Sullins Mr. James Ellerbe
	CONFERENCE SUMMARY		Dr. W. R. Richardson

STAFF DEVELOPMENT--WHY?

Dr. Louis W. Bender
Professor of Higher Education
Florida State University
Tallahassee, Florida

Thank you JoAnne. Your introduction was the type where a speaker feels he would be wise to say nothing, for it would be impossible to warrant the laurels you've given me.

As soon as I learned from Bill Richardson that these sessions will be audio-taped, I decided to develop my own erasers. I'm going to ask each of you to go through an exercise which will create some long blind spots on those tapes unless someone turns the recorder off and then back on. What I would like each of you to do is to take a short test. As you know, professors must feel justified and an examination is a good approach, right? Just as Bill asked you for an end-of-conference evaluation, we are going to have a pre-test before the post-test.

First, would you think about your day-to-day activities in your professional career! Think for a few minutes about those evenings when you go home satisfied; those things you find rewarding. Envision those things which provide professional and personal satisfaction.

Now, would you please take just a moment, and just list three things you would describe as satisfactions you receive from your professional activity. Don't be timid, but as you internalize, what are those things that you feel best about? (. . . blank space on tape . . . they are recording responses on their papers . . . five minutes)

Now, consider again your day-to-day activities and the kinds of things when you go home at night about which you feel concerned, frustrated, or dissatisfied. Identify three things you find which are dissatisfactions concerning your professional activities. You may find this list can go longer than the other or vice versa, but three will do. (. . . long blank space on tape . . .)

O.K., do we all have a few of each of these? Let's take just a few moments and try to get a handle on what kinds of things satisfy us. Who has the satisfaction at the end of the day or at the end of the week; what do you find as a satisfier? You, sir?

(Response) "Well, I wrote down one, that I can explain the difficult ideas and get them across and see the students grasp the idea and use it, then I'm satisfied."

(Speaker) "You see students really being turned on and you're able to communicate? . . . All right, another one?"

(Response) "When a problem, when the solution to a problem is found."

(Speaker) "When you're able to come to grips with a problem and find that solution, the achievement of it. All right, another one?"

(Response) "When you realize people have reached their goals."

(Speaker) "See others reach their goals. All right, another one, in a different area perhaps?"

(Response) "Good staff morale."

(Speaker) "Good, it makes you feel good to see people happy, the peer groups, the staff All right, another one?"

(Response) "To do what you had planned for the day!"

(Speaker) "The fact that you were able to achieve what you set out for the day. Now, we could go on and on. I suspect there are other categories you have identified, but since there's so little time let's look to the dissatisfactions, those things which frustrate you. Do you have one?"

(Response) "If you are in a committee or group and you feel that the decision was not constructive in the solving of the problem that it will be opposite of the satisfactory solution."

(Speaker) "To get the solution. All right, another one?"

(Response) "When grading papers pile up."

(Speaker) "When papers pile up that need grading. All right, another one?"

(Response) "I think lack of interest by students."

(Speaker) "Lack of interest . . . You feel indifference on the part of students. . . Another?"

(Response) "Having problems of communication."

(Speaker) "All right, another?"

(Response) "Lack of planning and order."

(Speaker) "Lack of communication and shortsightedness. All right, another?"

(Response) "The friction between administrators and faculty."

(Speaker) "O.K., the whole question of interpersonal relationships. . . One more."

(Response) "When we get negative or hostile vibes from students."

(Speaker) "O.K., now let's see if we can tie this all together."

My presentation today is in two parts. The first part really addresses staff development from the standpoint of professionals, of the people themselves. The second part will attempt to establish a kind of continuum of development in postsecondary education which produces another reason for staff development.

PART I

Some of you may be aware of what I was trying to do when I asked each of you to reduce some of your feelings of satisfaction or dissatisfaction to writing. As you are well aware, one of the first questions of staff development is, "Do we really need staff development as it relates to attitudes of people." And those of you who are in positions of responsibility as department and division chairpersons are confronted with the question of: "How do I provide for a commitment on the part of the people in our program and how do we as an institution generate a sense of mission and commitment?" (Speaker using transparencies)

Maslow has given us the cornerstone of many theories as to how to perceive people, what makes people want or need to aspire to a next step. As you know, Maslow's theory was that humans are motivated by a variety of needs, what he called the hierarchy of needs. If we were marooned on an island, one of our first and major drives, motivational drives, would be those things we could loosely describe as physiological needs; survival in the sense of water, food, air. Now, Maslow postulated that as those kinds of needs are met, we are then motivated to higher level needs, such as security, then to the area of love, a sense of belonging or achievement and at the top of the hierarchy was self-actualization needs.

Much of the thinking in the whole array of social organizations and management thought is predicated upon Maslow's motivation theory. One influenced by the motivation theory was Doug McGregor, an industrial psychologist, when he began to watch industrial organizations, said to himself, "This organization is operating on a set of assumptions." He developed what he called theory X and theory Y assumptions upon which organizations operated. Many organizations, if not most organizations, had come out of the scientific management era where the utilization of all resources, natural and human, for the purpose of increasing production was predicated on how to get more out of the individual or out of the resource? Now this required a whole variety of techniques and approaches to management such as the assembly line, the supervisor status, and the concept of piece rate pay and other incentive plans, all directed toward getting the producer, the worker to generate more. But then McGregor observed some other organizations operated on different sets of assumptions. Those he classified at theory Y assumptions. Whereas, in theory X there had been the tendency for an external programming of setting the goals or supervising, monitoring, and then externally evaluating; other organizations exhibited a belief that people "within" are just the opposite of that. There is a faith that people basically want to produce and achieve satisfaction from achieveing. As he looked at this type organization and began to postulate the components of theory Y, McGergor said this organization perceives an individual as a person who basically wants to give and to achieve and grow. If that person knows what is expected of him or her in that organization and can feel it is possible to achieve that expectation, people do not have to be externally directed, externally monitored, supervised, or evaluated. The very drive to have a sense of success and achievement will force that individual to do self-analysis and self-evaluation.

These assumptions McGregor developed have radically changed the thinking of organizations. The Volvo automobile corporation, as you know, has reorganized its entire manufacturing process, trying to apply the theory Y assumptions to try to establish a climate whereby the employee is part of a larger process, even being involved as teams in the total completion of a given produce or item.

You might say, "That's fine, Bender, we can see you've read a few books, so what?" Well, Frederick Herzberg built on the Mazlow theory but rejected a few principles Mazlow had postulated. He questioned why is it that some of the people are unable to be "staisfied" when they have good wages with fringe benefits and good environment. He wrestled with this and came up with a concept which I have just laid on you in the written exercise. This concept, of course, was that Mazlow was incorrect to assume that the lower level needs are "satisfied." Now he came up with the observation that the opposite of dissatisfaction is not satisfaction, but merely the removal of dissatisfaction. Many of us have gone through the experience of being part of a new growing institution; we had to put up with temporary facilities, materials, and so forth and we looked forward to the day when we had our new facilities. But then we discovered that when we got into our new facilities, it wasn't all that good. There was still dissatisfaction; there was still frustration. Herzberg takes the lower part of the pyramid of Mazlow and suggests they tend to be physiological needs which he calls "hygiene factors" because they relate to the environment. And they are the area where people experience dissatisfactions and so when you people talk about not being able to get things done, when you talk about the problems of communication, not being able to have things communicated well, you look at them as dissatisfactions. They tend to reflect such things as problems of communication, rapport between administration and faculty or rapport between faculty and students; the kinds of expectations that are made without sufficient preparation, etc., and these all have to do with environment. They encompass working conditions, the policies; and the administering of your institution which can be very frustrating and dissatisfying, either by their existence or absence.

Now, here is where Herzberg points out that these are the kinds of things we perceive as environmental and we perceive as triggering dissatisfaction. But don't play with the idea that by giving everybody a desk, by sharing a secretary with every two faculty members, by new fringe benefits, etc., that you are going to change everything and everyone is going to be happy, because there will be other dissatisfactions. The point is you will merely remove the dissatisfaction and this will not necessarily contribute to the sense of satisfaction. Why? Because it is toward the higher level of motivational needs that we get our internal satisfaction.

You reported your sense of satisfaction came from a sense of achievement, of success in communicating with people, and with students who were turned on. You were satisfied with the feeling of success in working with peer groups, of a sense of independence to achieve in your work. These were needs that related to internal satisfactions. Correct? And thus we talk about the fact that here we deal with the motivators, those things that are the WHY of staff development. If you do not have provisions for staff development for people to grow, for people to have a sense of purpose in the institution, and for being consistent with long range objectives of the institution, you are failing to address higher level motivating needs. You are failing to recognize that the other kinds of activities, like running around taking care of the demands of the central office, seeking more support staff, etc., relate only to frustrations and dissatisfactions, and so staff development gets hung up in trying to remove those, but they have failed to get to the essence of what brings about real professional satisfaction! Where one can grow; where one can be recognized; where one can have a sense of achievement; where one can move toward self-actualization. . . That is the WHY of staff development programs. I will be happy to respond to any questions you might now have on Part I and then I will proceed to Part II.

PART II

The second part of my presentation of the WHY of staff development relates to our search for identity. The last publication of the Carnegie Commission on Higher Education reflected on the 1960's describing them as the Golden Age of higher education. I find that rather negative and frustrating as far as I'm concerned. In my view, the golden age implies a pinnacle reached after which we move downward. It is my thesis that we are entering or are at the crossroads of one of the most exciting and professionally rewarding periods in the history of education. Because of the rapidity of change we have come to know, we will find in the next five or ten years developments which would typically take a century. We are in transition, but that transition is so rapid that even to conceptualize and discuss it is in Toffler's words, "future shock." W. Pat Cross describes the 60's more as adolescence than of the advanced maturity reflected in the golden age reported by the Carnegie Commission. She talks about the fact that if we look at the 60's, we can draw an analogy with adolescence where rapid growth and spurts of growth together with lack of coordination among the different members of the system all imply growing up. She talks about the conflict with authority of higher education as it was confronted by society, by the legislature, by taxpayer revolts, and by student revolts, and she described the destruction of the latter part of the 60's as the acne of the adolescent years. I find it a very fascinating analogy because if we need to examine the whole question of the future of postsecondary education in that sense, we are in late adolescence rather than maturity. We have gone through the phase of adolescence where there is a need for peer group approval so that we emulate and copy everybody else, such as the Harvard-Stanford type of role model for which many institutions aspired.

What I've tried to do is put together a few concepts that suggest briefly where we've been and a kind of continuum into the future. Again, from another perspective of staff development, (Transparencies used with presentation) if we look at the assumptions of the 40's and 50's, we observe the assumptions of the meritocratic concept or model of higher education. The concept essentially was that there is a responsibility by educational institutions to assure academic excellence. If we can identify those people who merit inclusion in that process, we should permit them access regardless of what their background might be, social, economic, or otherwise. In a sense that concept paralleled the cultural concept of the melting pot. The melting pot concept being that in a country such as the United States which opened its doors to other nations, to other cultures,. . . the majority culture was saying, "We don't mind you coming in, our doors are open." But it was also saying, "In order to make it, you must be assimilated by the mainstream culture. . . whatever that is. But it was really an expectation that if you really wanted to make it, you had to go through the melting pot experience. And so we found that the different cultures that migrated to the United States were drawn into that concept.

But the problem was that in moving into a culture, it meant many had to give up a culture. Furthermore, the other problem was that those who were closest to the mainstream in color were the ones who found it easiest to get into the mainstream. So, for example, we had the migration of the Irish who experienced relatively little difficulty in having their Irish communities swept up in the mainstream. This was more difficult, however, as the color line brought greater differences. The Italians had more difficulty than the Irish; the Orientals had more difficulty than the Italians; and the Blacks had the greatest difficulty of all.

In drawing a parallel to the concept of meritocracy, there was an expectation that having access was to assure academic excellence. This was done by the idea that all must achieve the same standard and so in our disciplines, this was the way we were oriented. We established a system whereby we were screening out, but who are the "we?" Essentially, it was on the shoulders of the admissions officers who were expected to assure the "quality of students" who would be capable of achieving "academic excellence." During this period the credit didn't really belong to the teaching faculty for the success of higher education so much as it did to the screening process of the admissions office. As we found the pressure building for egalitarian principles, we found increasing pressure for access and the question then was, "What do we mean by access? What is equality of opportunity?"

Then we began to develop a series of debates as to how we can assure academic excellence while at the same time provide equality of opportunity. I shall describe three models which could be placed along the continuum.

One of the models the community colleges attempted to impose in response to the open door; let's describe it as the remedial model. Under this model the problem of standards has shifted from the admissions office to the faculty. Now the students all come in, but remediation is expected to bring a level and standard of achievement after which the typical socialization takes place. How do we assure it? Well, we establish little educational ghettos. We bring in those who cannot have the same level and they end up with a faculty in the remedial area. It is expected that they get into the mainstream if they are to succeed. Now, the problem is this, . . . the closer a person is to that standard, the greater the chances that person has of making it through the remedial model. But that open door philosophy has given us a much broader group and we have used rhetoric to claim great success for the remedial model. The remedial model has been limited, very limited, in its success. And its success has been to a greater extent for those who were closer to the dividing line.

Now we turn to a new concept; and this is coming on very rapidly. It is what Patricia Cross calls a professional model. It is looking at individual differences, but through different perspectives such as those of Benjamin Bloom. It says, "Look through mastery learning we take away the artificiality of the time barrier. If we do, we find a person is capable of learning far more than we had ever imagined." Bloom suggested 95% of the students coming to the institution, if given an opportunity to really develop, could, in fact, make the same level of mastery as the other person if given enough time. This professional model is provoking considerable thought and action at the present time. The concept of mastery learning; the concept of personalized system of instruction (PSI) by Keller and others are illustrative. The concept has to do with two dimensions: One is that people learn at different rates; and therefore, you have the proposal for modular units; the idea of a continuing calendar, the idea of open-ended opportunity, non-punitive grading, etc. The second dimension recognizes that people learn differently. Here we find the concept of different cognitive learning stylings; the fact some people learn through intuitive, still others through analytic styles. We even are examining the relationship of the different teachers with their different styles related to different learning styles of students. We have come to develop such things as contract learning, utilization of computer assisted instruction, and various media as a consequence of the professional model. Under this concept we don't have to be embarrassed by individual differences for we take people where they are and by assessing their individuality. we address it.

What is the bottom line of this professional model? The bottom line essentially is that we have an expectation that through these approaches we will be able to bring them to an end point where there are no differences. We are still operating on the same principle as the remedial model! We have shifted away from the admissions officer, we nave shifted away from the idea of removing all those differences before they go through the process, but in our new concept we are saying, "Let's remove them as we go along." Now, even though I may sound negative, I present this to you in a very positive sense. I believe that over the next five years institutions which move toward the professional model will successfully assist many more people to enter the "mainstream." But, the cultural context has shifted and it really is prologue to a third model.

We have come to believe the melting pot concept is a myth. We no longer as a society believe it necessary for people from one or another culture to lose that culture in order to succeed. Because we have moved from a melting pot concept to a concept of pluralism, the salad bowl is often used as the contemporary analogy. The salad bowl suggests that if a person in a given culture aspires to excellence in his culture, why is it necessary for him or her to surrender or give it up? Now, this concept, I would suggest, is prologue to a third model I call the pluralistic model.

I hope you will discuss this pluralistic model in your discussion sessions. If we look at the pluralistic model, and we have much evidence that it is coming about, we find new assumptions. Our new assumptions go back to the concepts of McGregor and Herzberg that an individual who through the opportunity to achieve a self-imposed goal is going to be self-perpetuated toward more and more education. The concept of life-long learning is predicated on an internal self-motivation. And how that internal self-motivation comes about is for the individual to seek a reward, an achievement, a success; self-actualization from the educational experience. And thus through the pluralistic model, we see such things as non-tradutional education coming about. We find John Q. Public no longer perceives the formal education institution as the only delivery system. We see the concept of experiential education as being one of the pressure points where society is saying, "We believe our right as individuals is to have any kind of an educational experience, formal or informal, that will make us better in terms of our life, our own sense of achievement in life, and our contribution to society. And it's going to be the responsibility of the educational establishment, i.e., colleges and universities, to make the changes and shifts because if they don't, we will turn to other resources for our opportunity." There's so much evidence and support for the development.

The educational establishment had the monopoly on placing the stamp of a credential, and it also had a tradition. But now the monopoly has been broken. In New York, the Board of Regents offers a series of examinations and awards degrees for demonstrated mastery without regard to institutional green stamps. Society is saying the educational institution of tomorrow must understand there is excellence within these plural dimensions and that there is such a thing as plural dimensions of excellence as opposed to a single dimension of excellence. If it is true, what you people reported in the written exercise at the beginning of this session that you were turned on by a sense of achievement, then it is testimony to the worth of any person enjoying self-actualization whether it be through intellectual pursuits or occupational proficiencies. If it is true of you, is it not true of the rest of the faculty? Is it not true of your students?

And so, we have a variety of things to look forward to if we think in terms of various learning styles of the future. I would suggest the WHY of staff development has two dimensions. It is necessary internally! And too, it's necessary from where we are to where we are going as institutions! Thank you.

SESSION I GROUP A

Kenneth Garrett, Moderator

Group A was well attended with perhaps thirty conferees in attendance. The session was started by discussion on staff development on the various campuses in the consortium. After two or three formal reports on staff development activities everyone joined into the discussion to add their comments. We found there was much more activity, even though often times not formally organized, than we have ever suspected. We also had discussions of whether every institution's needs were the same and even, in fact, the matter of whether this organized method of consortium activity was really the way it should be carried out.

We were indeed fortunate to have in our committee group Mr. James Ellerbe, Dr. Lawrence Arney, and Mr. Richard Howe. All made significant contributions to the discussion which made the leadership role much easier for the chairman. Mr. Howe especially seems to have a new and more modern approach to the discipline of management in education. We must confess perhaps some of his modernistic approaches might have some credence in solving our problems of staff development.

Needless to say, Mrs. Beverly Hawkins of Caldwell, Mrs. Fay Byrd of Wilkes, and Mr. Robert White, visiting from Surry, made substantial contributions to our meeting.

We concluded that we had all learned some things by the sharing of our experiences with one another. Of course the detail of our session is on tape, and I trust you will have probably listened to it by now.

SESSION I GROUP B

Carl Moore, Moderator

The group session opened by asking for a definition of Staff Development. Several definitions were offered. Among the most noteworthy were as follows:

- An atmosphere in an institution in which people move from the bottom to the top.
- An opportunity for advancement even in one's own position.

From trying to define staff development, the group proceeded to offer various approaches to this process. The first criteria is to survey the administration and staff to ascertain whether or not all are committed to staff development. A committee should then be established consisting of both the administration, instructional, and supportive staff. Then goals should be set which are compatible with the overall goals and objectives of the institute served. Some method should be devised to measure the effectiveness of staff development. Among the criteria used in making this determination would be:

(1) How well is the staff development program coordinated.

(2) Is the program a well defined planned process?

(3) Does staff development change goals of the institution when needed?

(4) Does effective staff development modify the behavior of individuals exposed to such a program?

(5) Does staff development motivate people?

(6) Is the program volunteer or participants "sent"?

The element of evaluation tied to a staff development program commanded much discussion time. The general consensus of the group was that evaluation is an essential element of staff development. Each individual should first evaluate himself as to the goals and objectives of the institution. One factor is that of performance. However, evaluation is too often a negative element.

In summary, the group concluded that the major fault of staff development is that we say this is good for everyone but me. We don't change ourselves. Before a good staff development program can be effective, there must be in existance a flexible administrative staff--one that is flexible enough to make a change.

There must be effective leadership to carry out the program once it is instigated. Through this leadership, communications must be foremost with human relations being a prime ingredient.

SESSION I GROUP C

Phyllis Hart, Moderator

The session opened with introductions of members of the group. Dr. Louis Bender was then asked to comment on how his presentation could be related to us in the way of teacher training based on concepts he presented.

Dr. Bender stated that a question we must be concerned with is how to bring staff and faculty to a level of understanding and commitment to staff development. Each institution has to come up with a plan of where we want to go. Then, trigger a sense of commitment to that plan. Attitudes of personnel within the institution must be determined. Dr. Bender concluded his statements by saying that you must take your institution where it is and work toward a goal.

Since this was the first group session of the workshop, the discussion centered around what the various institutions are doing in staff or professional development.

Several members discussed their institutions present plans for staff development. A major difficulty in getting started with staff development had been the problem of deciding where we are now, where do we need to go, and how do we meet individual needs while attaining institutional goals. Individuals needs vary from technical to vocational faculty, secretarial, maintenance, administrative.

It was pointed out in the discussion that there was a definite need for development of staff throughout an institution. Also, that staff development should be a part of the long-range plans or overall plans for the institution. In addition, an institution should determine "Why do we want staff development?" Then, goals should be determined and they should be comprehensive.

Several institutions represented had "Professional Development Committees" to monitor the overall staff development plan of an institution. These committees were responsible for guiding the staff development activities. Some members of the group stated that their institution had special days published in the school calendar as "Professional Development Days." These days were between quarters and some days set aside during a quarter. Activities varied from on-campus workshops, seminars, a visit to other institution, consultants working with various departments or groups, and short courses for college credit. Most members commented that staff development participation at their institution was on a voluntary basis.

STAFF DEVELOPMENT--THE STATE OF THE ART

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Much has been written and said about the need for and condition of community college staff development during the past few years. In fact, until the recent surfacing of the term "community based education", the topic was foremost at conferences, workshops, and publications reaching community college personnel. Yet, with this plethora of materials and resources the "state of the art" is not clear because the "art" is seldom defined or described.

I would suggest that we draw on some of the current literature regarding staff development to produce a statement of characteristics or descriptors for staff development as an art. Schultz has listed guidelines for effective staff development which relate to the description of the art. He suggests that the program should (1) be related directly to the institution's purposes and commitments; (2) be focused on the types of changes which the institution wishes to make and the directions in which it desires to move; (3) bear a reasonable return to the institution for its investment; (4) build morale and cohesiveness; (5) be planned with an eye on multiplier possibilities; (6) be provided a budget; (7) be planned with faculty involvement; and, (8) be formulated by the institution itself.[1]

Carole Zion has described staff development as being (1) for everyone--administrators, faculty, secretaries, clerks and custodians; (2) an interactive process whereby individuals explore beneficial relationships with the organization; (3) the planned allocation of resources based on individual interests and institutional goals; (4) a response to the felt needs of all members of the organization; (5) a context for selecting strategies in relation to individual styles and institutional goals; and, (6) a way of capitalizing on the unique talents and professionalism of each member of the organization.[2]

For the purposes of this presentation the "art" might be appropriately described as the planned, comprehensive, integrated, coordinated, budgeted, resourceful, individualized and positive network of preservice and inservice systems to provide for the development and maintenance of the skills, knowledge and vitality of the entire community college staff. While there are many other characteristics which could be suggested as descriptive of staff development, these characteristics are sufficient for the purpose of this paper.

The first characteristic refers to suggestions by Schultz that the program should be focused on the types of changes which the institution wishes to make and that the program should be related directly to the institution's purposes and commitments. Staff development should be planned, first by all who are involved in the program itself. Faculty and staff should play a role in the determination of staff development priorities, and these priorities should be based upon the institution's plan for growth and development. This, of course, requires that the college have a comprehensive master plan which provides staff development planners a great deal more than a projection of future enrollment and physical plant plans.

Staff development planners need at their disposal the program and staffing demands of the college for the future, and they need to be able to assess the needs in staffing so that a progressive staff development plan can be produced which leads to the college having the staff necessary to accomplish its goals and objectives. Failure to provide long and short range planning in staff development will likely produce a potpourri of short courses, workshops, and institutes which are frequently unrelated. Staff development programs should be future oriented and closely related to anticipated curriculum and staff changes.

Staff development should be comprehensive. It is perhaps here that many college plans seem to fall short in that such great emphasis is given to teaching faculty development with little or no concomitant concern for the remainder of the staff. A college which fails to heed Zion's recommendation that staff development is for everyone is shortsighted in consideration of the mission of the community college. A secretary or security guard can close the open door for some students before the teacher is ever seen. Yet, the bulk of the literature is devoted to faculty development with the emphasis on teaching faculty. Most staff development programs consider the full-time teaching faculty as the staff component in greatest need of development emphasis, perhaps because they do indeed serve as the core of the staff in a community college.

A recent Change publication entitled "Faculty Development in a Time of Retrenchment" states that "professional stagnation among American faculty is in danger of replacing faculty mobility. Ringing more out of declining resources makes adequate teaching supports on a major teaching scale all the more essential to assure faculty development through the end of the century."[3] The fear that faculty stagnation will occur may increase our emphasis, if not overemphasis, on staff development programs for teaching faculty. Yet, Barthlow cautions us regarding our tendency to overlook the obvious fact that our secretaries and maintenance personnel are frequently more permanent members of the community served by the college than are the faculty and administration. He states, "We should not overlook the chance to have these men and women become enthusiastic ambassadors of the college."[4] He further describes the need for workshops based on two main emphases; the awareness of the community college and its role in the community and updating job skills.

There are examples of staff development programs that are somewhat comprehensive, but integration of development opportunities for each segment of the college staff is less visible. Reported programs are frequently fragmented with little relationship between the staff development plans for administrators, teaching faculty, counselors, secretaries, custodians and trustees, and while the programs are clearly serving valuable roles, the fact that they do not integrate the training opportunities where appropriate leaves them short of one mark of excellence. The opportunities for staff members to work together in the development processes can lead to increased teamwork as a side benefit. Community colleges do work a variety of team modes such as counselor-teacher, teacher-secretary, teacher-custodian, and secretary-manager, and those teams must be developed to achieve effectiveness and efficiency.

Staff development programs should be coordinated with all the institutions and resources available to the community college. Few colleges have the funds required to provide for all staff development needs without assistance from many sources. Coordinating staff development activities with neighboring community colleges, with universities and four year colleges, with industries, with public schools, and with commercial training activities can provide resources available to the college to assure more effective programs. Coordinated programs, including coordinated budgeting, can help assure that goals are met which include bringing to the faculty or colleges expensive consultants of training programs of workshops that would be otherwise unavailable to the individual institutions.

Staff development programs should be individualized to meet needs of individuals as well as the college as a whole. Many college staff development programs place total emphasis on graduate course work leading to advanced degrees, and while the result may benefit the college, that benefit is incidental rather than planned. Frequently, the institution's goals are best met by individualized plans as a teacher with a key weakness seeks improvement, a counselor's strength is enhanced, a maintenance chief prepares to become a welding instructor or a math teacher prepares to become the new director of research. The college has a responsibility to provide professional development opportunities for staff members for individual growth and advancement, but the emphasis on individuals should not overshadow the needs of the institution to meet its obligations.

Staff development programs must be resourceful to achieve excellence. Educators do not have all the answers. Staff development programs that draw on industrial management efforts, public school programs, governmental training programs and other resources and work to get the most from these diverse resources are more able to achieve the comprehensiveness needed. Coordination with other institutions and agencies such as neighboring community colleges and four year colleges and universities can provide the best avenue to additional resources.

Enhancing strengths rather than eliminating weaknesses should be the primary goal of the staff development program. Strengths should be built upon rather than weaknesses remedied. All too frequently the concept of the need of staff development is based upon a feeling that there are numerous deficiencies which must be corrected. This negative approach to staff development frequently causes programs to be threatening to the staff, and since they are based on correcting deficiencies, provide little incentive to the faculty that might be available in a positive plan which provides opportunities for professional and financial advancement.

The last characteristic which we used to identify the art of staff development was that it be properly funded or included in the budget. Only through planned funding can we assure that the staff development program will have the resources available to be effective. Too many colleges provide little or no resources specifically for staff development and many of their efforts fall short part way through what might be a well conceived program. Budgeting should be long range so that the program can be built upon long range needs, so that progressive opportunities can be developed, and so that staff members can design their own programs to meet their long range goals and objectives.

Without listing additional characteristics or criteria comprising the description, the literature and resources available to this writer indicate that there are few, if any, staff development programs which provide significant attention to each of the components. The description thus developed allows for immediate identification of the state of the art as being in bad shape, or perhaps, nonexistent. However, there is hope. Throughout the nation, there are excellent examples of individual staff development programs which fit one or more of the characteristics previously described. It is worthwhile to note some of these examples to determine the future of the art.

Preservice Programs

Preservice programs have been indicted frequently by various writers. O'Banion in particular quotes Joseph Cosand, then president of the St. Louis, Missouri, Junior College District, as stating, "There are practically no strong preservice collegiate programs for community college staff members, and those that are in operation provide only a small fraction of the qualified personnel needed. Increasing numbers of so-called preservice programs have been established, but they are too often only blisters on School of Education programs and are generally inadequate or worse than nothing."[5] O'Banion suggests that the situation is so intolerable that some critics say universities should not even attempt to prepare community college staff. He cites a study by Scruggs conducted in 1969 which surveyed 102 four year colleges and universities offering one or more courses in the community college. Of 131 professors teaching these courses, only 7 had community college experience and 81 had never been inside a community college.[6] He continues, realistically, that in spite of these criticisms the universities do and will prepare staff.

There are perhaps few colleges and universities that have had the opportunity to start from scratch as was afforded Virginia Polytechnic Institute and State University when they expanded their department of education to a full blown College of Education in 1971. During the conversion period, the College of Education staff formed advisory committees composed of community college presidents, deans and faculty to assist in the formulation of the masters and doctoral programs for community college staff preparation. The result of this activity has been the development of a very dynamic community college program, the hiring of professional staff with community college experience, and the extension of the program to the community colleges throughout the Commonwealth of Virginia. Virginia Tech's community college program takes advantage of the community colleges for placement of interns in administrative, counseling and teaching positions. The College of Education provides graduate credit courses taught throughout the Commonwealth at community colleges providing close-to-home opportunities for faculty and staff to pursue graduate degrees during their inservice program and to relate inservice and preservice staff development.

The university has developed numerous cooperative relationships with community colleges providing opportunities for prospective technical faculty to receive technical laboratory experience at the community college in addition to the normal teaching and administrative internships. New River Community College is the site of frequent visits for demonstrations and conferences. The university has taken advantage of staff from neighboring community colleges to serve in adjunct and supporting roles in the various community college classes.

Graduate programs, including internships, are tailored to meet individual progress, goals and needs. Liberal credit is acceptable from other graduate institutions and programs are designed to fill gaps and avoid duplication. Internships are frequently out-of-state experiences when the student has only Virginia experience. Recent interns completed work at William Rainey Harper, El Centro, Palm Beach and Central Piedmont community colleges.

As Virginia's land grant university, Virginia Tech has a reputation for extension and outreach that meshes very well with the community college philosophy and administrative support for cooperative ventures between the university and the community college system of Virginia begin with the president and permeate the university. Virginia Tech presents a refreshing contrast to the appalling situation previously described by O'Banion, Cosand and others.

Another neighboring institution with a reputation for outreach and commitment to cooperative efforts with community colleges is Appalachian State University. The Bachelor of Technology programs are an excellent source for preservice education for community college faculty in the occupational-technical areas. Those programs, which were prepared in close coordination with community college personnel, were pioneering efforts for a southern university. Appalachian State is a prime staff recruiting source for many community colleges throughout the nation because of the school's reputation in staff preparation.

Inservice Programs

Inservice programs receive the primary emphasis when staff development programs are designed because all staff require assistance in maintaining and updating skills and knowledge, new staff will frequently come from low quality preservice programs and others may come directly from business or industry with no preservice preparation for their new role in education.

Good inservice programs require commitment and leadership from the top of the organization. Only then can the persons assigned the primary role of staff development expect support, planning, funding, resources, and encouragement necessary to prepare a sound program.

O'Banion says that "the aim is to develop a program that is so woven into the fabric of the school that staff accept as normal the opportunity to plan and carry out activities to help them improve their teaching, administering and counseling. Each staff member should produce a self-improvement plan which can also serve as a basis for building long range institutional goals."[7] He further believes that the responsibility for coordinating staff development should be specifically delegated.

Perhaps the best place to begin a look at noteworthy inservice programs is in Florida where the legislature has provided funds earmarked for staff development programs. While recent reports indicate that funding may be cut from three percent to two percent of the community college budget, the funds available represent a significant amount to support adequate programs. The colleges present to the Florida Division of Community Colleges program plans which are based on long range college plans including a statement of philosophy and objectives and which indicate goal priorities for staff and program development.

Miami-Dade Junior College-North, where Carole Zion is the director of the Office of Staff and Organizational Development (OSOD), is the site of an excellent program in many ways. The OSOD is staffed with four full-time internal consultants with no "line" functions which might impose factors of threat.

The program of staff development began in 1968 with an assessment of the major needs of the college which pointed to staff development as a key component of a long range institutional development program. The program has evolved during the seven years from a series of faculty workshops to a comprehensive set of activities for all staff members.

The program is currently designed with "modules" and "pods" which offer development opportunities on a variety of subjects such as:

> The Community College Concept: Open Door, Revolving Door, or Elevator Shaft
>
> Writing Course Goals and Objectives
>
> Exploring Alternative Teaching Strategies to Assist Students in Meeting Course Objectives
>
> Conflict Resolution: A Problem Solving Technique

These subjects or "modules" are further subdivided to provide alternative times and dates to attend the individual "pods". For example, pods for the "teaching strategies" module were presented as: Cognitive Mapping, Programmed Learning, Films and Media, Game Simulation, Peer Teaching, Creative Problem-Solving, Small Groups (Task and Process), Modular Instruction and Role Playing.[8]

The Miami-Dade program capitalizes on internal resources with the majority of the offerings presented by regular staff of the college or the internal consultants of the OSOD. The office has also arranged for a variety of workshops for area colleges for which expenses are shared. Miami-Dade participants in such programs agree to teach others when they return to the campus.

The OSOD reports directly to the campus vice president and therefore has campus-wide impact. Offerings coordinated by the office are taking advantage of the many resources, talents and techniques available on the campus and integrating them into an effective program which reaches many of the faculty and staff. Because of the positive relationships resulting from administrator/faculty contacts during some of the modules, the OSOD has organized a program they call interface where small groups of faculty meet with college and campus administrators to discuss role definitions, institutional goals, administrative activities and the relationship of these activities to the faculty.[9]

Another Florida college frequently in the news for its innovations and no less involved in staff development is Santa Fe Community College in Gainesville. That college, with an enrollment of approximately 6,000, will utilize $131,000 from the staff and program development funds during 1974-75, in a regrant program. Based on institutional priorities individual projects are funded for all segments of the college staff.

Preprinted application forms are used for all college staff members to file individual program proposals outlining needs, objectives, procedures, evaluation and budget required. Members of the Staff and Program Development committee, composed of broad college staff membership, serve as readers for the proposals. Projects are ranked according to points earned from the ratings by readers and funded within the limits of the budget. Proposers of projects not funded receive the comments of the readers for future reference.

Funded projects range from payment of membership fees, establishing a computerized data bank, conference and other travel, to departmental projects. College staff members report that the program builds positive morale and that the administration is relieved of the danger of criticism of favoritism since peers make the decisions regarding project approval and subsequent funding.[10]

Leaving Florida, an excellent comprehensive staff development program is reported by Los Medanos College in the Contra Costa Community College District in California. The program, which began with the inception of the college, has been integral in the process of developing and implementing instructional techniques and new curricula. It is designed to encourage individual professional growth and increase awareness of the potential for institutional advancement.

Funded by a $75,000 grant by the W. K. Kellog Foundation, the project provides for a full-time professional development facilitator, clerical assistance, payments for interns and participants, consultants, supplies, evaluation and publications. The program's five target groups for training are Kellog fellows, full-time faculty, part-time and hourly faculty, classified staff and administrators. While programs for adjunct faculty and classified staff are just developing, the activity is rapidly progressing. Most recently secretarial staff have been involved in monthly "Friday Seminars" on office practices, interpersonal relationships and paraprofessional training. The seminars are offered by the college as credit courses for the staff.[11]

Northampton County Area Community College in Bethlehem, Pennsylvania, has recently initiated a staff development program which is coordinated by Thomas E. Price, a faculty member with a six hour reduced teaching load. This first year the program has had three major thrusts. First, the college has initiated a "Share Your Bag" series whereby instructors visit each other's classes to give a presentation on a topic of personal expertise that is pertinent to materials being covered in the class. Thus far the college has had twenty-seven "Share Your Bag" experiences involving nineteen different instructors serving as "baggers" or "baggees". This has stimulated interest on the part of students by having different instructors come into the classes and has promoted a spirit of comradery in respect among faculty participants in the "Share Your Bag" series.

A second thrust has been the creation of an effective user oriented institutional research service. The institution had identified a weakness in this area and a survey of staff preferences for the type of institutional research we should be undertaking assisted in the design of the new service. A proposal to add the new institutional research service looks promising at this time. The third thrust at Northampton has been a college staff newspaper designed to meet communication and information needs of some 450 full-time and part-time faculty, administrators, counselors, secretaries and maintenance personnel.[12]

There are examples where faculty members have been instigators in initiating planned staff development projects. At Parkland Community College in Champaign, Illinois, a number of faculty members who were involved in doctoral programs in higher education at the University of Illinois became interested in offering a staff development program as a research project. The project, which is now in its third year, was generated by the faculty and endorsed by the administration. Seminars are offered in topics such as Ethics in Education, Disabled Students, Sexism and Racism in the Classroom, and Evaluation Procedures. For classified staff the project offers seminars on Interpersonal Development and demonstration type programs. Enrollment is voluntary and at no charge to participants. On two or three occasions each year distinguished consultants are invited to the campus for one to three day appearances for formal presentations and face-to-face discussion with participants.

The college has given Mr. Michael Topper a one-fourth released time to direct the staff development program. He operates with an advisory committee which includes representatives from all areas of the college and which meets once each week. A brochure describing planned activities is published prior to each term and extensive evaluations are conducted to determine the value of the program. The college feels that outstanding features of the program include its low cost, the fact that it is in-house based, and that the impetus came from the faculty, not the administration. Participants seem very willing to give of their time to the staff development project, and interaction between faculty and other members of the college staff has been a value to the college in developing teamwork. The classified staff have been particularly enthusiastic and grateful for the opportunity to work with other members of the college staff in this activity.[13]

A very unique cooperative faculty venture has been reported in New York where faculty members from three New York institutions--Community College of the Finger Lakes, Genesee Community College and Monroe Community College--recently participated in an original professional development conference at the Metropolitan Center of Rochester Institute of Technology. Resources, professional time and secretarial support were provided by State University at Brockfort and Rochester Institute of Technology as part of the community college graduate degree programs there. The project is unique in that it was planned by an unstructured group of interested faculty members from the three colleges and representatives of the two universities. Discussion topics included Finance and Budget, Attracting and Serving Adult Students, Simulation Games, Learning Techniques, Program Evaluation, Career Program Planning, Changing Role of the Community College, and Discipline Seminars.[14]

In an attempt to provide from within the organization qualified staff to move into administrative positions in the future, the College of DuPage in Glen Ellyn, Illinois, established positions an internal internship program to provide staff members with interest in managerial positions but with no experience an opportunity to work with college managers in developing managerial skills and knowledge. The internship program provides opportunities for faculty members who are accepted, to work directly with administrators in the areas of: college regulations; planning and development; instruction; student services; admissions; registration and records; campus services; data processing; personnel; and, finance. The continuing project, guided by the director of planning and development, will involve at least four of the college staff members at a time. The interns decide which management areas would be most compatible with his or her long range objectives, and for one quarter a minimum of five hours each week is spent with that department working with the director and staff. Experiences are summarized in prepared papers. Each intern has an advisor from the college management with whom he meets to discuss and evaluate experiences.

A number of specialized types of projects for staff development which are of interest are provided by community colleges throughout the country. I have selected a few that may be of particular interest to you.

Staff retreats are growing in interest and may be particularly helpful in building harmony and enthusiasm among the staff. At Flathead Valley Community College in Montana, the entire college staff moves to a dude ranch for several days prior to the opening of the fall term. An informal atmosphere with opportunities to socialize sets the pace for the retreat where small groups meet to explore and determine the major college goals to be achieved during the coming year. Clear objectives are agreed upon by the group and responsibilities for their implementation are designated. On the final day, the staff is joined by board members to provide an opportunity for faculty and board to interact.

At Dabney S. Lancaster Community College in Clifton Forge, Virginia, the president holds retreats with selected groups of the college staff throughout the year. Staff members move to retreat areas such as Groundhog Mountain on the Blue Ridge for overnight opportunities to discuss college goals and objectives and to work in problem solving kinds of activities. During the course of each year, all of the faculty are involved in these retreats. The college reports the value of the retreats in staff morale and in developing good working relationships between faculty and administration to be very high.

At the new J. Sargeant Reynolds Community College in Richmond, Virginia, the managerial team will be involved next week in a three-day retreat to consider college goals and objectives for the next ten years. The retreat, which is funded by the state's Management Development and Training Service (MDTS), will be an invaluable opportunity for the staff to devote their entire thoughts and energies to this important task of considering community needs and college philosophy and to bring those two ingredients together to develop appropriate college goals.

Another specialized effort is exemplified at El Centro Community College where extensive use of encounter groups is employed. By 1973 approximately 75 percent of the staff at El Centro in Dallas had participated in encounter groups. In the first program, twelve administrators spent three days in an encounter group led by two outside facilitators. Then these twelve, including the president, were divided into six pairs and each pair participated in other three-day laboratories with a professional facilitator and groups comprised mainly of faculty members. The results were perceived improvements in relationships between faculty and administrators at the college. Since that time the encounter group has become a major vehicle for improved staff relationships. Human potential seminars are utilized to bring together student services staff and faculty for weekend activities. The programs include group discussion, films and special consultants. Classified staff members, including custodians, participate in similar programs at El Centro.

At Thomas Nelson Community College in Hampton, Virginia, a recently organized group called CLASP (College Level Association of Support Personnel) has programs centered on in-college operations and community activities for the classified employees at the college. Workshops and activities by this group provide opportunities for members of the classified staff to discover more about the college and its activities and roles and the staff members own roles within the college operation. Members of CLASP indicate that they now feel a greater part of the institutional operation and that they understand more fully their role in the college operation.

Staff development was of major concern at New River Community College from the time they converted an area post-secondary vocational-technical school to a comprehensive community college in 1970. The college had at that time a large number of staff members with no degrees limiting the opportunity to offer associate degree programs in a number of technologies where they were needed.

Title III, Strengthening Developing Institutions funding, provided the opportunity for the college to fund staff development activities including tuition to graduate and undergraduate programs for staff members to continue their education. Seven faculty members pursued the Bachelor of Technology degree at Appalachian State and have since all graduated with honors. Others have pursued masters and doctoral programs at Virginia Tech. Tuition has also been available to classified staff, and a number have availed themselves of the opportunity to receive tuition reimbursement as they pursue associate degree and baccalaureate degree programs. For the last three years, the college has expended approximately $30,000 each year on graduate and undergraduate assistance.

Throughout the five years at the college, extensive use of consultants has been employed. The college has taken advantage of prominent consultants such as Wattenbarger, Rouesche, Scaggs, Yarrington and O'Banion and has also worked with less priminent specialists such as instructors from other community colleges, counselors, deans and other personnel who could provide valuable assistance in specific staff and program development areas.

Travel funds have been available through state, local and Title III sources to provide opportunities for faculty to visit exemplary programs at other colleges such as William Rainey Harper Community College in Palatine, Illinois; Central Piedmont Community College in Charlotte, North Carolina; El Centro Community College in Dallas, Texas; and, Santa Fe Community College in Gainesville, Florida. Faculty members who travel to other colleges for visits or to conventions, workshops and conferences return to the campus and share their experiences with members of their appropriate department or division, and in some instances to the faculty as a whole.

Fall workshops prior to the beginning of classes during the last three years have included faculty visits to local secondary schools to tour the plants and talk to instructors about problems and programs and have also provided for visits to local industries to give both occupational-technical and general education faculty the opportunity to see where their students do and will work. During the first year of operation the fall workshop included a full day bus tour of the entire college region to show the faculty where the students live, how far they have to commute, and what kind of roads are available to those students, particularly during bad weather.

Working with Virginia Tech as one of the cooperating institutions in the Title III, Strengthening Developing Institutions project, graduate credit courses have been offered on the New River campus. These courses were offered at the request of the college based on identified needs such as community college philosophy, community college governance, teaching within the community college and occupational-technical education. While no courses have been offered on the campus during the last two years, the opportunity exists as the college identifies additional needs.

Another federal grant at the college provided an opportunity for New River to contract with Dr. Mike Moore of Virginia Tech to develop a self-instructional package on how to develop self-instructional materials. That course, which employs videotape, slide/tape, hardcopy, programmed instruction and other types of instruction, is available in the college Learning Resources Center for the faculty. By coordinating with Dr. Moore the faculty members who take the course may receive graduate credit for their activity. The course is designed to instruct in the use of instructional materials with the kinds of materials that the faculty members themselves might use. The instruction does not include any type of technology that is not available to our faculty.

New River Community College has the advantage of a variety of resources available to Virginians. One is the MDTS, the Management Development and Training Service, previously known as the Public Executive Institute which is entering its fifth year of management development and training. Offerings are designed to meet needs based on the two distinct approaches of organizational and individual development and training programs. Offerings for spring 1975 include Equal Employment Opportunity, Personnel Policies and Procedures, Budget Policies and Procedures, Intern and Exchange Programs, Virginia Government, Individual Development and Training Needs Assessment, Personnel Selection and Performance Appraisal, Management By Objectives, Time Management, Cost Control, Styles of Managements, Women in Management, and Conference Leadership. The MDTS is a cooperative activity of the Virginia Division of Personnel, Division of State Planning, public and private universities and the community college system.

The Attorney General's office has cooperated with the Virginia Department of Community Colleges in sponsoring annual legal workshops for the community college system. Some of these workshops have included all of higher education and others specifically for the system have been especially effective in aiding college administrators through the division chairman level in developing better understandings of their roles, particularly in light of affirmative action equal employment opportunity legislation.

New River Community College is establishing a Management Development Program which is designed to develop the management resources required to insure that the college will be able to meet its obligations of the future. The program is designed to provide opportunities for both current and prospective management managers in the development of managerial skills. Goals of the project are to provide the training programs appropriate to the development of goal setting skills on individual and team levels, to develop individual management such as time management, human relations, delegation, supervision, evaluation, and to develop team skills such as coordination, budgeting, and group leadership. In addition, the program will provide a variety of opportunities for current and prospective managers to relate classroom type instruction to real situations through task force administration, job rotation, understudies, internal and external internships and visitation with education and industrial settings.

Some of the techniques to be used include a meet-the-author program in which copies of books by prominent authors such as Odiorne, Gellerman, Herzberg, Hughes and Drucker will be purchased for every member of the Management Development Program and six weeks later the author will be invited to the campus to meet with members of the Management Development Program in a retreat setting to discuss in a person-to-person relationship ideas and questions regarding the author's book. In addition, the project will include internships which are related specifically to management topics such as management by objectives. It is anticipated that the college will send internships to settings where MBO is in use, such as William Rainey Harper Community College. Consultants will be employed to assist in the implementation of management skills and techniques which are learned during the early portions of the training program.

Summary

The state of the art of staff development in the community college as I described earlier is in poor shape, if existent at all, if we consider comprehensive staff development which meets all of the requirements that all of us would set up as ideals. However, if we consider specific programs and faculty development or secretarial staff development or preservice development of a particular segment of our staff we can find beautiful examples of excellent development activity. With these many examples for us to draw on and the current emphasis throughout the nation on staff development in the community college, the prognosis for the future is great.

Perhaps nowhere in the country is there any development that shows more promise than that of this Western North Carolina Consortium. This group is seeking to provide staff development that meets most of the requirements that we have identified as ideals. You have the resources, the personnel and the interest, or you wouldn't be here, to develop an exemplary program in community college staff development.

Thank you.

FOOTNOTES

[1] Raymond E. Schults, "Low Turnover Creates Staff Development Problems." Community College Review, vol. 1, no. 1, (April 1973), pp. 22-24.

[2] Carole Zion and Connie Sutton, "Integrated Inservice Development," New Directions for Community Colleges, no. 1, (Spring 1973), p. 42.

[3] Alexander W. Astin, Et.al., Faculty Development in a Time of Retrenchment, The Group for Human Development in Higher Education and Change Magazine, 1974, p. 10.

[4] Robert L. Barthlow, "Don't Overlook Classified Staff," Community and Junior College Journal, vol. 44, no. 3, (November 1973), p. 34.

[5] Terry O'Banion, "Patterns of Staff Development," New Directions for Community Colleges, no. 1, (Spring 1973), p. 11.

[6] Ibid., p. 14.

[7] Ibid., p. 21.

[8] Zion, op. cit., pp. 47-48.

[9] Ibid., p. 49.

[10] John Young, Santa Fe Community College, Gainesville, Florida, An informal telephone conversation.

[11] Terry O'Banion, "Teachers for Tomorrow: One Year Later, "Community and Junior College Journal, vol. 44, no. 3, (November 1973), p. 11, and informal telephone conversation with staff development office at Los Medanos College.

[12] Thomas E. Price, Northampton County Area Community College, Bethlehem, Pennsylvania, Correspondence, March 12, 1975.

[13] O'Banion, op. cit., p. 11, and informal telephone conversation with staff development office at Parkland Community College, Champaign, Illinois.

[14] ______________, "Cooperative Faculty Development Effort is Launched," Community and Junior College Journal, vol. 47, no. 7, (April 1975), p. 49.

[15] ______________, "Administrative Training for DuPage Faculty, "Community and Junior College Journal, vol. 47, no. 7, (April 1975), p. 52, and informal telephone conversation with the staff development office at the College of DuPage, Glen Ellyn, Illinois.

SESSION II GROUP A

Dr. Phillip Lewis, Moderator

I. INTRODUCTION

The report which follows is a distillation of the session of staff development I moderated during the Consortium Staff Development Conference in Asheville, NC.

II. REPORT

A. Objectives of the Session

1. Stimulate exploration of various facets of staff development; and

2. Create a climate wherein the positive and productive activities of the persons attending the session in the area of staff development could be shared.

B. Method Employed

1. The method utilized to accomplish the objectives involved requesting members of the group to respond to questions which had been constructed of relevant topics.

C. Questions and Responses

NOTE: Responses have been edited to develop a loosely-constructed consensus of the thinking of the group. Where there are opposing viewpoints, an attempt has been made to present both sides of the issue.

1. Question: Should students be involved in staff development and what should be the type and extent of this involvement?

Response: A majority of the group felt that student involvement was desirable whereas there were a few who were opposed to it.

The primary objection to student participation was that their contribution would not be large enough to warrant their inclusion.

Various members suggested that the student's participation, even though not expected to pay large dividends, could be expected to be of benefit.

At one institution represented, students were serving on the Staff Development Committee as well as on other committees ordinarily confined to faculty. The spokesman for this institution pointed out that even though student contributions had been slight, they had in no way impeded the work of the Committee. The students had, in fact, pointed out that there were specific faculty members who were poor teachers, or who were remiss in some aspect of their work such as tardiness to class, etc.

One respondent stated that student participation would be good if for no other reason than that the student would gain a greater appreciation of the complex nature of staff development.

Additionally, it was pointed out that the rising average age of our student bodies may have a positive effect on the contribution of students on staff development committees.

2. Question: Should staff development activities involve part-time faculty?

Response: Generally, the consensus was that staff development should involve part-time faculty. The discussion of this topic centered around how and under what circumstances they could be involved.

The obvious difficulties of involving part-time faculty (working on a full-time job during sessions; how to compensate them, if at all;) were mentioned by members of the group. A number of alternatives and solutions were advanced.

The moderator described the staff development sessions held last fall at Wilkes Community College specifically for part-time faculty. The first session was a dinner meeting (paid for with Consortium funds) and the second was a workshop on innovative instructional techniques.

One individual stated that the school he represented had had good success with inviting part-time faculty to staff meetings. He also pointed out that there is probably no area of the community college given so little attention where a small amount would go so far to upgrade the instructional effort of the institution.

3. Question: Dr. Bender pointed out in his talk that people are internally motivated to improve, expand, and enrich themselves. If this is true, it would seem that a Staff Development Committee would for the most part be simply a vehicle by which they could do this. Is this totally valid?

Response: There seemed to be a lack of agreement on this point. Several members of the group felt that not all people were internally motivated and, as a consequence, had to be externally motivated to participate in staff development activities.

4. Question: Do you find, therefore, that there is resistance to staff development at your institution?

Response: Some people will resist anything.

5. Question: If we assume that the underlying purpose of staff development is to enable faculty and staff to grow, to expand, and become better at their jobs, we must also assume that a change in behavior will result from participation in staff development activities. If staff development is imposed on people, can we hope to successfully change their behavior?

Response: There was considerable discussion and disagreement concerning the effect of imposing staff development on faculty who did not seek it voluntarily.

Those persons who felt staff development should be imposed suggested that resistance to it could be overcome through the use of rewards (CEU's, time off, extra pay, etc.).

A majority disagreed with this position and expressed the feeling that there should be little expectation of making a positive change in the behavior of faculty who were opposed to staff development. For a variety of reasons, this type of person could seldom be reached through traditional means.

One member of the group stated that the only effective way to affect such an individual would be to create a climate where the enthusiasm of 4-5 faculty would "rub-off" on other, more lethargic faculty.

There was agreement on the point that staff development, in order to accomplish anything of significance, must be meaningful and relate to the needs of the individual.

6. **Question:** Following the above remarks, a group member requested that a discussion of the relationship between staff development and evaluation of faculty and staff be undertaken.

Response: The remarks in regard to this topic could be summarized as contradictory, concerned, and confused. The problem of effectively evaluating faculty, i.e., the instructional process, is, apparently, a common one. No one seemed to have an answer in which he had confidence. Not only did the difficulties include creating a threat to the person evaluated, but there appeared no sound proof that anything constructive was accomplished by it. One speaker, facetiously, remarked that morale had always gone down among his staff during the evaluation period, and so, this year he let them evaluate him. This time, instead of nine persons with declining morale, there was only one.

Many members of the group felt that evaluation should not be part of staff development whereas one or two stated that they were unable to understand how the two could be separated.

One individual described the evaluation process as it is used at his institution. The evaluation instrument is used as the basis for awarding merit pay. However, no one is excluded from merit pay; the evaluation instrument merely determines how much each person receives. The result is that evaluation is always positive; it is simply more positive for some than for others.

There was general support for the statement that part of the threat faculty perceived by the evaluation process was that, as a rule, evaluation did not extend to elements of the institution other than faculty. Where all facets of the institution (administration, custodial staff, counselor staff, etc.) were subject to more or less the same evaluation as faculty, the threat was seen to diminish.

III. SUMMARY

Even though the time allocated to the session was insufficient to cover the many facets of staff development as the moderator had expected, the session was very worthwhile and seemed of value to the participants.

SESSION II GROUP B

Paul Apple, Moderator

Several ideas were presented by the group on how to effect a staff development program. Some of the things discussed were where to start, what methods to use, and the role of the staff development committee.

The following ideas were presented for thought and discussion:

(1) Where should staff development start? Every institution needs full support of top administration and the delegation of a group for the purpose of staff development.

(2) Every staff member should make a self evaluation about where they stand now and where they ought to be in the future and discuss this with their immediate supervisor to find out if it fits into institutional objectives.

(3) One institution in initiating its staff development program sent a questionnaire to the college staff, everyone included, asking what they planned to do that particular year as far as staff development was concerned. The idea was to get everyone to look at themselves first of all.

(4) It was stated that among the 3,000 full-time employees in the 52 institutions that it was hard to accept that there is not enough expertise among these 3,000 people to build a whole heirarchy of meaningful experiences in a staff development sense, without always looking outside for highly paid consultants. Money is not really the immediate problem. Through the cooperative effort of 3,000 people we can solve any problem you can identify. We aren't doing this.

(5) Staff development should be oriented toward the goal of the institution. We have numerous resources in our own institutions; in addition, industry could contribute substantially to our program. Normally, it would cost nothing, if these businesses were approached in the proper way.

(6) The purpose of the Consortium Task Force Group on staff development is to give support if it can or have a general development of acceptibility of staff development throughout the institution. By coming together, we can begin to share experiences and hopefully we can organize and carry out programs in our own institutions.

(7) Staff development does not have to be concerned just with problems. It can be concerned with doing things better. It is negative because we make it seem negative, but it doesn't have to be. We look at it negatively because in the past it has been handled negatively. Staff development does not mean that you are not competent in your job. We are here to help innovate new ideas--you can become a better teacher if you are interested.

Staff development cannot be carried on without some funds. There are many things we can do within our own institution and assisting institutions, but so much of this becomes a part of the organization and it would be easy to get bogged down with this, saying we have a strong system of staff development, where in the outcome we have just given our instructors a good orientation.

The term staff development sometimes is threatening in that some people take a defensive stand. They think maybe I'm not doing a good job and maybe I'd better go learn a better technique. We are for staff development so long as it is someone else who has the problem. A staff development committee should be a facilitating group of people rather than a dictating one.

The session ended with a thought for a beginning. That being that every staff member make a self evaluation on where they are now and where they should or want to go in the future.

SESSION II GROUP C

James Turner, Moderator

This group session worked with Dr. W. Robert Sullins' speech on "Staff Development - State of the Art." One of the points discussed was the idea that staff development has to be good for the institution primarily, and, secondarily, good for the individual. Several thoughts were brought out, and the group concluded that this must be a joint effort by the institution and the individual, and both should benefit.

Another point that Dr. Sullins discussed was the idea of the academic people and the occupational people of technical institutes and community colleges having better in-house understanding and communications. This idea was brought to the group, and several schools indicated that they had programs to produce a better in-house situation. Some indicated that several areas of their schools had given presentations at faculty meetings and other group meetings. Another idea concerning in-house communications was faculty retreats. This type of meeting would get the entire faculty together away from the campus setting and give them a chance to express themselves.

Another point discussed by Group C, Session II, was the educational leav process. The question of how the institutions let vocational instructors of one-man departments take advantage of educational leave was asked. To secure leave for persons of this type, a substitute must be hired. This is done by the president of the institution requesting that a substitute be hired under State Board Policy No. 3.0131, Clause No. 9. This may only be done if the institution has the money to hire the replacement. The problem with this is that a suitable replacement is hard to find, and the money to pay this person is even more difficult to find. Another point made concerning educational leave was the eligibility of people on nine-month contracts. Are these people eligivle and, if so, what information is available? There was no substantial information obtained about either question.

Mr. Jim Hamlet of the Staff Development Program at the Department of Community Colleges gave a brief concept of what the State Department is trying to do toward staff development. He asked the question of, what type person would the group want on a list which would go throughout the state, a generalist or a specialist or both? These persons would be available to work with other institutions upon request. This particular question was not completely answered; however, the general consensus of the group was that a list of this nature would be very beneficial.

Release time for faculty members was discussed. Several members of the group indicated that it was not unusual to give release time to faculty members during the summer to work on special projects. However, release time during the regular year was much more difficult to do because of heavier teaching loads. One point was brought out about releasing new faculty members for the first quarter in order to give them an opportunity to become acquainted with the institution and to assess the needs of their programs and/or the courses they are expected to teach. Also, during the release time, the teacher can get out in the community and learn the people with whom he or she must work.

The final point was, what type of staff development do the clerical people, maintenance people, and others need, and how may we implement this? Some institutions indicated that some training is available for these people. Others indicated that some of these people could get involved in existing programs in the institutions. In-service training for these people could include campus tours and information sessions in order to give directions to visitors and students on campus. Other material of this nature could be given to these people in order to make them more involved with the institution and better informed.

The meeting came to a close with come light shed on faculty and staff development. Some very good points were discussed and some problems were pointed out. With these ideas and problems presented, further work needs to be done toward implementing these ideas and solving the problems.

SUMMARY OF PRIOR DAY PROCEEDINGS AND OBJECTIVES FOR TODAY

Dr. Leland Cooper
Appalachian State University

Dr. Bender did an unusually good job discussing some of the theoretical background for working with people. He got into discussions about satisfactions and how people regard satisfaction. He also had some discussion of breakdown in communications. He introduced us to Maslow's hierarchy and how that fits into a total theory of personality. He brought us up-to=date with some of the works and research that has been done based on Maslow's ideas, McGregor's Theory X and Theory Y, how people basically want to achieve and grow, and how this can serve as a motivator.

He discussed Hertsburg's theories of hygiene factors as opposed to motivators and he went on into a discussion of a period of time in which we are searching for identity. At this point we seem to be at an identity crisis. We have come from a Meritocratic Era, through an Equlitarian Era, and we are now in a period of professional development that could be said to be based on a professional model of mastery learning which has been made popular by Benjamin Bloom. Most of us in our institutions are very much concerned with learning styles, some such things as cognitive style mapping, and now we are going into what we term as the cultural concept, saying that the melting pot is a myth and that we are dealing now with a cultural pleuralistic model in which we are seeking excellence within pleural dimensions. He closed with a statement that staff development is necessary internally but it is also important to do something to move the institution forward.

Dr. Sullins got a little more from the theoretical background and went into some practical things that have been done, mentioning that staff development needs to be related to the institution's purposes. It needs to be related to changes that are going on. Staff development is a good investment. It has many multiplier possibilities. It needs to be related to the budget. It needs to be for everyone in the institution and it needs to be carefully planned. The planning needs to be focused on changes that are taking place. We need to plan for the conversion of some faculty members to other jobs in the future. We need to involve the secretaries and maintenance people because often they are the most permanent people on the campus. We need to pay some attention to teams and teamwork that every institution has a responsibility for providing. The program should be properly funded and resourceful.

When we reach the State of the Art, Dr. Sullins mentioned that the State of the Art is terrible, but it is not all that dismal. Many things are possible. He mentioned that in Florida each community college institution has a budget for staff development. Several institutions have used their staff development funds for the employment of full-time staff development officers, and they are going about different ways of improving what the faculty and staff members are doing.

The afternoon group sessions varied a great deal in what they started out with. One group had to struggle with the definition of staff development. Most of the groups seemed to think that the goals of the institution are important and all the things that go on within the institution toward staff development should be related to the goals of the institution. They also agreed that you need something as a motivator. Some more of the practical projects were discussed in the afternoon sessions.

We are going to get a lot of sharing done through this meeting.

STATE RESOURCES

Dr. Hazel Small
Department of Community Colleges
Raleigh, North Carolina

Alvin Toffler suggested that we create "Councils for the Future" and that the structure of these councils include:

1. Representative membership,
2. Goals and purposes relevant to future needs,
3. Top priority be given to planning, and
4. Participatory democracy to guide decision making.

This task force fulfills the requirements for such a council. I am pleased to be part of it.

As a representative of the State Department I will describe who we are, how we think, and what we do. I'd like to share some ideas with you.

(1) There is danger, without careful analysis of past performance to future needs, that an individual will not be able to perform any task effectively.

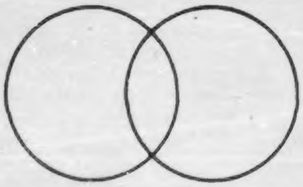
(2) It is not enough that an individual only perform routine objectives well and achieve personal development objectives as these objectives are largely maintenance of past objectives. They do not move an organization ahead. Progress is only achieved through the creation of better ways of doing existing tasks of by achieving important breakthroughs, by inventing new systems, new methods, etc.

(3) Performance requirements of future needs must be clearly described in order that the individuals professional training and experience be assessed against the new requirements as well as against past results.

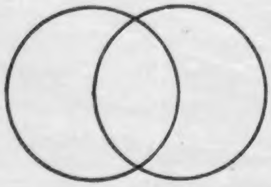
(4) There is only one straight road to success and that is merit. The successful person is useful. Capacity never lacks opportunity. It cannot remain undiscovered, because it is sought by too many who are anxious to use it.

(5) If you treat an individual as he is, he will stay as he is, but if you treat him as if he were what he ought to be and could be, he will become what he ought to be and could be.
-Johann Von Goethe

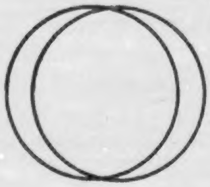
Research has shown that when administration prepares a list or describes what they believe faculty or staff's major routine responsibilities and when the faculty does likewise and the two lists are compared, there will be a 25% disagreement.



If they then each describe the faculty's major problems, they will disagree by 50%.



Further, if they describe desirable creative objectives, there will be a 90% disagreement.



We have been working together for the past day and a half defining the scope of staff development. However, I'm sure there is still a high divergence among our perceptions of our terms.

Therefore, let me repeat the definition of staff development that we in the state office are developing.

Staff development is the socialization process by which Caldwell Community College and Technical Institute personnel acquire the values, attitudes, interests, skills and knowledge current in the professional culture of Caldwell Community College and Technical Institute Education. The process includes all of the planned experiences and personal interactions through which faculty and staff develop a professional pattern of behavior to direct a wide range of situations--in short the process is the means by which personnel modify their self-concepts, internalize expectations and identify with professional values and local organizational goals.

That is the perspective from which I refer when talking about state resources. State resources are financial and human. I am considering only the human.

There are 63 professional staff at the State Department. Effective last May 1, 1974, the state office of Staff Development was established within the Division of Student Services and Program Resources. That office includes: Tommy Williams, Jim Hamlett, Jim Ellerbe and myself, and two secretaries. Therefore, there is a state level commitment and advocacy for staff development. We four are the selected advocates. The rule of our office is not clearly defined at this time. However, we do see our major role as that of service to the local institutions including: Recruitment and placement referral, consultative, coordination, planning, facilitation, evaluation, and instructional.

re: Recruitment and Referral

We maintain an up-date file of vacancies throughout the system and a current listing of interviewed qualified applicants.

re: Instructional

Each of us as well as others at the state level and various institutions are quite capable of conducting a variety of workshops, seminars, courses, and other activities on a variety of topics and skill areas. We plan to identify these people and their talents and compile this information into a handy catalogue which will be distributed throughout the system. As Jim Ellerbe said yesterday, we feel that the expertise already exists within the system for meeting most of the staff development needs. The major task is that of locating these people and getting them to where they are needed.

Our concerns are similar to yours; however, our major function is staff development, whereas for you, staff development is but one of many functions.

We are prepared to assist you in whatever way we can to accomplish your goals.

UNIVERSITY RESOURCES

WESTERN CAROLINA UNIVERSITY

Dr. Lawrence Arney

The University has a long history of providing educational opportunities to the people in its service area. In addition to the Staff Development Resources listed below the University has just recently had an AIDP proposal funded in the amount of $1,700,000. This grant will be used in part to develop a School of Technology and Applied Sciences useful to the two-year colleges. A portion of the grant will be used in promoting better articulation between the University and community colleges and technical institutes.

A. Physical Resources

1. Library
2. Archives
3. Computer Center
4. Reading Center
5. Developmental Evaluation Clinic
6. Speech and Hearing Center
7. Bureau of Educational Research and School Services
8. Model Child Development Center
9. Economic Development Center
10. Audiovisual and Instructional Communications Center
11. Curriculum Materials Center
12. Environmental Education Center at Deer Lake
13. Office of Institutional Research
14. Cooperative Park Study Unit

B. Service Resources

1. Evening and Staurday Classes for Regular Credit

2. Continuing Educational Units

3. Non-credit Courses

4. Summer School

5. Cluster Groups

6. Masters Programs for Community College Teachers, Administrators, and Counselors

7. Continuing Education Programs in Nursing and Health Care Practitioners

8. Placement Offices

    a. Teacher

    b. Business and Industrial

9. A Nationally Recognized Program to Train English Instructors

10. In-Service Training

11. Proposed development of School of Technology and Applied Sciences

12. Training opportunities in business and economics through the Economic Development Center

C. Personnel Resources

1. Faculty

    a. Representing a Variety of Subject Areas

    b. Consultants

    c. A Community College Program Coordinator

2. Administration

An entire administrative staff supportive of the community college concept and dedicated to a program of mutual benefit.

COOPERATIVE STAFF DEVELOPMENT POSSIBILITIES-
WESTERN NORTH CAROLINA CONSORTIUM WITH APPALACHIAN STATE UNIVERSITY

Since its beginning, Appalachian State University has worked very closely with neighboring educational institutions in a variety of staff development projects. With the rapid changes taking place, the institution has adopted an unofficial motto, "Anything is Possible". Many programs are being developed cooperatively in response to requests from technical institutes and community colleges in the region. Following are some examples of such efforts in the area of staff development.

1. Credit programs for staff - on or off-campus
2. Consultant services
3. Computer services and use of terminals
4. Cooperative grant proposals
5. Cooperative program sponsorship
6. Facilities for conferences
7. Cooperative travel programs - tours for faculty or students
8. Interchange of faculty. For example: ASU employs community college and technical institute faculty to teach cluster courses
9. Assistance with in-service or orientation programs, including one day or year-long staff development programs
10. Project evaluation - Individual or team evaluators
    Individualized evaluation
11. Library materials and facilities
12. Center for Instructional Development (opening July 1, 1975)

STAFF DEVELOPMENT AT APPALACHIAN STATE UNIVERSITY

1. Leave - time possibilities
2. Faculty and student exchange with Warren-Wilson College and Winston-Salem State University.
3. Faculty Seminars

Dr. Herbert Wey	"The Present and Future of Appalachian State University"
Mr. Ernest Hartley Mr. Ron Rankins	"The Potential of Television in the Instructional Program"
Dr. W. T. Snipes	"Instructed Learning"
Dr. Richard McKenzie	"The Economics of Learning and the Educational Process"
Dr. Cratis Williams	"Appalachia - Past and Present"
Dr. William Strickland	"Intimations of the Future"
Mrs. Dorothy Steele	"Patterns of Thought"

4. Departmental and College "Retreats" or "Advances"

FEDERAL RESOURCES

Dr. Louis W. Bender
Professor of Higher Education
Florida State University

This directory of Federal Resources was presented and discussed by Dr. Bender as possible sources of institutional and Consortium resources.

GENERAL OR DIRECTORIAL INFORMATION CENTERS

1. NEXUS
American Association for Higher Education
One Dupont Circle
Suite 780
Washington, D.C. 20036
(202) 785-8480

2. ERIC/Higher Education
The George Washington University
One Dupont Circle
Suite 630
Washington, D.C. 20036
(202) 296-2597

3. The Southern Regional Education Board
130 Sixth Street, N.W.
Atlanta, Georgia 30313

4. National Center for Public Service Internship Programs
1735 Eye Street, N.W.
Suite 601
Washington, D.C. 20006
(202) 331-1316

5. The Intercultural Communication Network
4401 Fifth Avenue
Pittsburgh, Pennsylvania 15213
(412) 621-5492

6. The Center for Personalized Instruction
Georgetown University
29 Loyola Hall
Washington, D.C. 20007
(202) 625-3176

7. Project on the Status of the Education of Women
AAC
1818 R Street, N.W.
Washington, D.C. 20009
(202) 387-1300

OFFICES FOR FEDERAL PROGRAMS

Office of Community Services & Continuing Education
U.S. Office of Education
Senior Program Officer
Washington, D.C.
(202) 245-9868

Office of New Careers
Room 5319, HEW Building
Washington, D.C.
(202) 962-5170

Projects and Grants Section
Division of Nursing
Bureau of Health Manpower Education
National Institute of Health
Room 2B-50, Building 31
900 Rockville Pike
Bethesda, Maryland 20014
(301) 496-4977

Atomic Energy Commission
Division of Nuclear Education and Training
U.S. Atomic Energy Commission
Washington, D.C. 20545
(202) 973-4061

RANN Program
National Science Foundation
1800 G Street, Room 413
Washington, D.C.
(202) 632-4061

Intergovernmental Personnel Act
Regional Office
Atlantic Merchandise Mart
240 Peachtree Street, N.W.
Atlanta, Georgia 30303
(404) 526-6091

Education Services Branch
Code DX
Hdqs. U. S. Marine Corps
201 Building 3, Henderson Hall
Washington, D.C. 20380

Director of Undergraduate Science Instruction
National Science Foundation
Washington, D.C. 20550
(202) 282-7728

Physician Assistant Program
National Institute of Health
Building 31
Bethesda, Maryland 20014
(301) 496-1981

Post-Secondary and Adult Occupational Program Branch
Vocational and Technical Education
Bureau of Occupational and Adult Education
United States Office of Education
Washington, D.C. 20202
(202) 245-9608

AGMG-G
Department of the Army
Room GA 242, Forrestal Building
Washington, D.C. 20314
(202) OX3-7748

The National Association of Housing and Redevelopment Officials
Suite 404, 2600 Virginia Avenue, N.W.
Washington, D.C. 20037
(202) 333-2020

Library Training and Resources
Bureau of Libraries and
Learning Resources
U. S. Office of Education
Washington, D.C. 20202

Community Health Services Division
Health Resources, NIH
Room 7A-55, Parklawn Building
Rockville Pike, Maryland
(301) 443-1460

National Endowment for the
Humanities
806-15th Street, N.W.
Washington, D.C. 20506
(202) 382-8085

Office of Education Manpower
Programs
USOE, Regional Office Building
7th & D Streets, S.W.
Washington, D.C. 20202
(202) 963-7132

Office of Policy and Program
Development
ACTION
806 Connecticut Avenue, N.W.
Washington, D.C. 20525
(202) 254-3110

Office of Environmental Education
Room 5914, ROB
Office of Education
Washington, D.C. 20202
(202) 755-7696

National Institute of Health
Rehabilitation Service
5600 Seventh Street, N.E.
Room 404
Atlanta, Georgia 30323

Office of Education
Division of International Education
Ethnic Heritage Studies Branch
7th and D Streets, S.W.
Washington, D.C.
(202) 245-2262

Foundation Center
1011 Connecticut Avenue, N.W.
Washington, D.C. 20036
(202) 347-1400

Bureau of Child Development Services
Office of Child Development
400 S. W. Maryland Avenue
Washington, D.C. 20202
(202) 755-7777

Veterans Program Branch
4616 ROB #3
Washington, D.C.
(202) 962-7715

Economic Development Act
Department of Commerce
Room 7890
Washington, D.C.

Off-Duty Education Programs
Naval Education & Training Directorate
(OP 993D3)
Office of Chief of Naval Operations
Washington, D.C. 20305
(202) 692-4735

USOE
Regional Office Building
7th and D 56 W. W.
Washington, D.C.

Special Assistant on Dental Affairs
Parklawn Building
Rockville, Maryland
(301) 433-1034

INTERGOVERNMENTAL COOPERATION ACT OF 1968 and SECTION 204 OF THE DEMONSTRATION CITIES and METROPOLITAN DEVELOPMENT ACT OF 1966

1. Department of Agriculture
    - a. Farmers Home Administration (10-400 - 10.419)
    - b. Soil Conservation Service (10.901 - 10.904
2. Department of Commerce
    - a. Economic Development Administration (EDA) (11.300 - 11.303)
3. Department of Defense
    - a. Department of the Army, Office of the Chief Engineers (12.101 - 12.108)
4. Department of Health, Education and Welfare
    - a. Health Services and Mental Health Administration (13.206 - 13.249)
    - b. National Institutes of Health (NIH) (13.340 - 13.369)
    - c. Office of Education (13.408 - 13.494)
    - d. Social and Rehabilitation Service (13.711 - 13.746)
5. Department of Housing and Urban Development
    - a. Housing Production and Mortgage Credit/FHA (14.100 - 14.149)
    - b. Metropolitan Planning and Development (14.200 - 14.214)
    - c. Model Cities Administration (14.300)
    - d. Renewal and Housing Management (14.602 - 14.609)
6. Department of the Interior
    - a. Bureau of Outdoor Recreation (15.400 - 15.401)
    - b. Bureau of Reclamation (15.501 - 15.503)
    - c. National Park Service (15.904)

7. Department of Justice
    a. Law Enforcement Assistance Administration (16.500 - 16.502)
8. Department of Labor
    a. Manpower Administration (17.205)
9. Department of Transportation
    a. Federal Aviation Administration (20.102)
    b. Federal Highway Administration (20.201 - 20.211)
    c. Urban Mass Transportation Administration (20.500 - 20.501)
10. Appalachian Regional Commission (23.003 - 23.012)
11. National Science Foundation (47.036)
12. Office of Economic Opportunity (49.002)
13. Water Resources Council (65.001)
14. Environmental Protection Agency
    a. Air Pollution Control Office (66.001)
    b. Solid Waste Management Office (66.300 - 66.301)
    c. Water Quality Office (66.400 - 66.407)

SESSION III GROUP A

Marty Shields, Moderator

The purpose of the session was stated as an effort to pull the information into finer focus. In moving toward inter-institutional programs, there should be a general understanding of the individual institution's part and what the consortium can do for each.

The following suggestions were made and discussed:

1. The Staff Development Task Force should investigate the sources available and communicate this collective information on to each individual involved in the Consortium.

2. Staff Development should be funded. There should be some emphasis placed on released time for Staff Development work.

3. Administrations should be closely informed and involved in Staff Development.

4. The Staff Development Task Force should draw up a general policy and philosophy of staff development to be used by each institution as a guideline for developing a policy of its own.

5. Universities provide resources for furthering Staff Development, yet each institution must be responsible for seeking and using these resources.

The session ended on an optimistic note as the group discussed how far we have already come in getting a staff development program started in each institution.

SESSION III GROUP B

Beverly Hawkins, Moderator

The main purpose of this session was to discuss how staff development was being handled in individual institutions. The group began with an assessment of the progress being made in staff development in the representative institutions.

The following is an excerpt of some of the thoughts, ideas, and suggestions that were offered:

(1) The question was raised as to how many institutions represented in this group had a working Staff Development Committee. Only two out of eight did not.

(2) It was decided that there was no one way to go about developing an effective staff development program. Each institution had to develop a program which would best suit its needs.

(3) A member of the group suggested two factors which should be included in the initiation of a staff development program. First, there should be a task-oriented committee who wants to get the job done not just be on a committee for the sake of serving on a committee. Then, the committee should sell the idea of professional development to the administration and staff.

(4) It was suggested that a time frame within which to accomplish certain things be set--such as a year or six months. Major things should be planned well in advance. Smaller operations would not have to have extensive planning.

(5) One member related how her institution's Staff Development Committee worked. Much work has to be done before reaching the point of making recommendations, such as sending out questionnaires asking for information like "Do you feel you can say that you want to be the president?" "Do you feel we have a proper orientation program?" Committee asked questions on the questionnaire that they considered were relevant. Addressed themselves to identified needs.

(6) It was stated that a Staff Development Committee should have input into deciding what programs will be taught and how the in-service workshops ought to be run and who the speakers will be, etc.

(7) The group agreed that sometimes things have to be handled individually at the departmental level that are under the heading of staff development.

(8) A Staff Development Committee should not way you need this, but rather, do you have some ideas in mind that we as a committee could help you implement?

(9) It was mentioned that staff development and evaluation have to go together--there is no way of separating them.

(10) The approach taken in staff development is important. Rather than "Here is a workshop you are going to," say, "Here is a workshop, would you like to attend?"

(11) One member of the committee commented on the slow work of a committee. He stated that is one man made the decision, reservations for a workshop could be made within an hour. With the route of a committee--the motel will be full before you can act on it.

(12) One person stated on behalf of a Staff Development Committee and why it is needed; that department heads, deans, and other administrators can't think of everything or every need, therefore, a Staff Development Committee can help.

(13) A statement of Dr. Sullins' was quoted, "Our pre-service and in-service training should provide for the development and maintenance of our skills and vitality of our entire staff."

The session concluded with a final note from one of its members. She said, "We must make our own assessments in our own institutions. Structured workshops must be planned in advance, but individual development must take place constantly."

SESSION III GROUP C

Carlos P. Surratt, Moderator

Part-time instructors were the main topic of this group's discussion. Several thoughts were offered in this regard.

(1) Dr. Bender started the discussion by bringing into focus the part-time people in our institutions and what had been done in the way of staff development to help them. He said if we had been guilty of anything, it was over-emphasizing the full-time faculty and main campus. It was his thinking that more consideration should be given to part-time personnal. Much discussion followed with several members of the group giving opinions as to how part-time people could be included in the programs of staff development.

(2) A former part-time instructor commented on how confusing it was to need equipment or materials at night and the department head not be in.

(3) A member of the group commented on articles in educational magazines on the abuse of part-time people and the stands they are beginning to take.

(4) A question was asked if executive members of the Consortium had made visits to various institutions to explain the purposes of staff development to faculty and staff and the reply was that visits had been made by Elmo Roesler and Stover Dunagan, but that visits had been mainly to presidents rather than meetings with faculty and staff.

(5) Someone suggested that maybe a workshop with representatives from each institution could be held to improve programs for part-time people.

This group concluded that satellite programs and part-time instructors were in desperate need of more orientation on staff development in our institutions and planned to keep this in mind for future workshops.

SESSION IV

STAFF DEVELOPMENT - WHEN?

Dr. Richardson:

As we begin the finalizing session of this conference, I feel that it is appropriate for me to formally recognize and express, in behalf of all, our appreciation to several among us for their contributions to our collective efforts. To the Consortium Staff Development Task Group, I express my personal appreciation to each member for the untiring efforts each have made in behalf of staff development, both within each institution and to the cooperative efforts. Their determination to serve their peers and thereby improve institutional services to people is self-evident. For those things you have done--for those things that you are now doing--and for those things you will plan and do in the future, we both thank and salute you.

The State Department of Community Colleges has been a staunch supporter and major contributor to the Consortium since its inception in 1970. Jim Ellerbe and his staff have supported and contributed greatly to the affairs of this task group. Jim, for the support of your office and staff, we express our gratitude and look forward to an even closer future relationship.

To each of our consultants, we extend our appreciation, not for the excellence of their presentation alone, but for the extensiveness to which they have completely involved themselves in the affairs of the conference and the degree to which they have made themselves available to all conference participants. Their contributions to this conference is appreciated, and we look forward to a continuing association with them.

Our special thanks to you--the participants--for attending and totally involving yourselves in this conference. In the final analysis, this is where it is at--with you! You are on the firing line--you are the change-makers--you are the innovators--you are the service providers. If it doesn't happen with you--it doesn't happen. The dedication, professionalism. and enthusiasm that each of you have exhibited during this conference is illuminating evidence that educational services provision in Western North Carolina is in good hands.

At this time I shall request that Jim introduce our special guest. We are honored that he chose our meeting to be one of the key points of his visit to the United States. I have asked him to briefly address this conference and to share with us whatever he feels to be important.

Mr. Ellerbe:

Thank you, Bill. I introduced John Richardson the other morning when we were here for the first session. Some of you may not have been here at the time. John Richardson is Assistant to the Director of the System of Technical and Furthered Education for the State of New South Wales in Australia. He is on a round-the-world educational tour financed by his government; per diem, all expenses paid, full salary, even has money to mail things back home. They have a system in New South Wales that is very similar to our community college system. They have 63 institutions with a curriculum enrollment that compares favorably with the curriculum enrollment in North Carolina. John has been particularly interested in a number of things. I would just like to say to him, in your presence, that the three days I've spent with him have been more rewarding and that I personally am glad that he came and I think that most of the people here are also glad that he came. We shall welcome him back anytime.

Mr. John Richardson:

Thank you, Jim. Thank you, Bill. We Richardson's have got to stick together. I did promise you that I wouldn't go over five minutes, and I've got to that stage in life that if I don't have a few notes, I go more than five minutes.

The very first thing that I want to do is to thank you for your wonderful hospitality, and I can assure you that wherever I go in life, I shall not forget North Carolina, Jim, and his colleagues who have made this a most memorable experience. I feel wanted and this is something new. I sometimes think that they sent me on this trip to get rid of me for a while. I was rather interested when Lou Bender was talking about what is available in the way of resources from the federal government here, and I am sure he and the rest of you would be interested to know that when Jim said "my government" he didn't mean the New South Wales state government; the feds are picking up all the bills from my round-the-world tour.

As Jim said, my system in New South Wales is in terms of size very similar to your own. We have 63 institutions and much the same number of curriculum students. I am interested in different systems. We are vastly different from you in that we have a highly centralized state system. We are suffering from a hardening of the arteries in our system; we have got to get the decisions closer to where the action is; we have got to get the staff out in the field and more involved in what they are doing. This is my main interest during this world tour. I am looking at those people who have grown up with autonomous systems, and I am sure that what I have seen in this state and the three other American states that I have spent some time in is going to be most helpful. I am a people person and when I am talking about systems I am looking at them as organizations within which people work. How well they fit the people; that's how good the system is.

So once again, thank you very much and thank you for being so kind as to listen to me and to give me this opportunity of saying thank you. I'd like to come again sometime. Thank you.

Dr. Richardson:

Thank you, John. You will be welcome anytime you can return. We should be honored to have you anytime. This final session of the conference is entitled "Staff Development - When?" We have considered this topic carefully. We are not presumptive enough to tell you when you should start your own individual program of staff development; that is a personal decision that must be made individually. As far as Consortium activity is concerned, I'll try to address that in the summary. We have asked each of the consultants to give us some ideas on the types of activities they feel are important to us. We have been trying to develop a philosophy, get into it, develop dialogue, and achieve interaction through group discussions.

In this final session, we are asking each of the gentlemen to say whatever they wish. We would like for them to give us any suggestions or recommendations that they might have pertaining to the collective activity in which we are engaged.

Dr. Bender:

"Staff Development - When?" I would like to leave this thought with you. The community college or the technical institute is a state of mind. The institution you represent is a state of mind. Remove the physical facilities and you can still have a college. Remove the people within the institution and you do not have a college. If you think about the concept that an institution is as much or as little and has the values and commitments to the extent of what is in the mind and hearts of the people in that institution; it tells us "Staff Development - When?" because in reality, an institution is a state of mind; staff development has been going on in the past. In some cases for good; in some cases not. I would suggest that one of the reasons that you have been talking about assessing is to determine where are we in order to decide where we should go. You are doing that because your institution is a state of mind and you want to be sure that there is a total commitment and that this commitment will be from within. So, obviously, I must conclude that staff development was before, now, and in the future, the efforts of this Consortium. You people individually and collectively will give that state of mind the sincerity and the totality which you all see.

Dr. Sullins:

First of all, I want to say thank you because I have really enjoyed this. Not just the activities here but the socializing, too. It is nice to be able to mix with a group like this. I have had contact with some of you at Wilkes before and the rest of you are almost as good as Wilkes. It really has been fun. In particular, it has been fun because this Consortium is refreshing. As I mentioned yesterday, you have the opportunity to establish a national example for staff development as well as the rest of the things that this Consortium has ongoing. You do have some barriers, though, to look out for. These are things that have come up as topics during the discussions.

One of the biggest barriers that can get in your way is that of waiting for money. There are things you can do without money. You have expertise--you have opportunity--take advantage of these things. Do these things now and worry about the money later. Some of the things are going to be costly; the final product will cost. Don't wait for it.

Another barrier would be waiting for other people to do it for you, or waiting for the state to tell you what to do. Do it yourself; don't sit around waiting for others to act.

Third, is waiting for details, plans, and specifics. We said that we need to plan and we need to tie staff development to future plans, but it's like the farmer who didn't want to go to Extension classes because he already knew how to farm better than anybody else. All of you already know many things you need to be doing better. You don't have to sit around and wait for some of these plans to develop to know some of the things that you need to be doing.

Another item is that of assigning everything to committees. That can be one of the biggest barriers that you can encounter. This can stifle your activity quicker than anything. You need to assign some things to specific individuals and get the job done. Get on with it. Have committees for providing general guidelines, not decisions. Don't use committees for decision making.

The last thing that can really get you in a bind is waiting for consensus. You'll never reach a point where the people of Wilkes want the same thing that the people at Forsyth want. You are not going to achieve consensus. You are going to come up with some things that not everyone agrees that ought to be done, but just because half of the group doesn't want to do something doesn't mean that you shouldn't do it. Don't sit around waiting for everybody to agree on something to get going.

You need to get the administration to assign someone the task of coordinating or directing your staff development. Hopefully, this Consortium will reach a point where it can have someone to provide coordination or direction. But at each campus, you need someone to make sure that good staff development goes on. Somebody that has the time and energy and the assignment of the job to go out and find out what the needs are. Share your ideas and let everybody know what you are doing and some will catch on. Have a newsletter to share with other colleges what's going on at the individual colleges. Share some things that look pretty routine and common because it may catch on with some people that are still a little slower than you.

To get a really top-notch staff development plan, you are going to have to plan it--you are going to have to organize it--you are going to have integrate it--it's going to have to be comprehensive--it's going to have to be funded, but don't wait for all of that. Get on with it. Get on with what you know you can do now. Get on with it as individual colleges--as departments--as small peer groups--as individuals--as friends--whatever you need to do--get on with it. Set examples, get out in front of what is going on and take advantage of opportunities for staff development. The time is NOW! As Lou said, "It always was, and always will be, and we are in the business of lifelong learning and we ought to know that better than anybody. Thank you.

Mr. Ellerbe:

It is always a pleasure for me to come to Western North Carolina, but we do have an Eastern North Carolina and a central part of the state. Lou and Bob are always welcome in those parts of the state, also. We would like for you to come visit us in Raleigh and see some of the work that is going on in other parts of the state. We are extremely proud of what is going on here, because this is a leading movement in this state and in the country. I am proud to be associated with it, and we are watching and hoping to help and hoping to learn how to help Eastern North Carolina do similar things like those being done here.

I believe it was Jack Kennedy who said, "Some people see things as they are and ask the question why; others see things as they ought to be and say why not?" I think that little moral has something to say to us about staff development. We must see things as they are now, not only in terms of what our staff need and what we need, but in terms of what is going on in the community college and technical institute movement in this country. The educational developments and the innovations that have taken place and the changes are going to be required of us as participants in this movement.

I made the statement in the group session yesterday that if we, as staff developers, attempt to develop programs that will get staff members to the point that they ought to be now, we will be two years behind. What we must do is look at where it is in the future that our programming and the other elements of our movement are going to be and our staffing patterns and our staff development programs must reach toward that end and not toward what the need is at the present time or the current moment. I hope that in your thinking and in your planning you will do just that. That you will set your vision high; that you will set it for the future; that you will set it for the things that are to come and the things that we need.

Lou made a statement that I concur with completely. He said, "A community college or technical institute is people." That's what it's all about. If we fail to develop ourselves and if we fail to provide the opportunity for those in our institutions to develop themselves also, ultimately we fail our students. And if we fail our students then ultimately we fail society. If we fail society, who knows what happens then? I think that we have here a challenge. A challenge that we must respond to; we have no choice. We cannot become static. We cannot stay in a kind of situation where we just stay with the status quo. We must look to the future. I challenge you to do that, and I encourage you to do that. When is the time? The time is NOW. There can't be any other time. What you do now is something which you must determine. But now is the time when we must begin. Thank you.

CONFERENCE EVALUATION SUMMARY

I. Background Data.

A. Position:

48.1 Administrator

35.2 Faculty Member

16.7 Other Staff

B. Institutional Status:

98.2 Two-year Institution

1.8 Senior Institution

C. Work Group:

38.3 A

29.8 B

31.9 C

II. Pre-Workshop Activities

How would you rate the following pre-workshop activities?

	1 Poor	2 Average	3 Good	4 Excellent
A. Initial workshop announcement and information materials	0	14.6	45.9	39.5
B. Registration process	0	2.0	47.9	50.1
C. Hotel accommodations	0	4.9	63.4	31.7
D. Food Service	0	13.6	59.1	27.3

III. Workshop Format

What are your opinions about these particular aspects of the workshop format?

	Overall Scheduling	Consultant Presentations	Working Group Sessions
A. Workshop program structure			
Too unstructured	2.2	6.8	27.3
About right	95.6	90.9	70.5
Too structured	2.2	2.3	2.2
B. Pace			
Too slow	2.2	2.3	27.9
About right	97.8	95.4	72.1
Too fast	-	2.3	-
C. Length			
Too short (needed more time)	-	6.7	9.3
About right	97.7	93.3	90.7
Too long	2.3	-	-
D. Content			
Too general & superficial	11.6	18.6	38.1
About right	88.4	81.4	61.9
Too specific & detailed	-	-	-

IV. Workshop Consultants

A. How would you generally rate the workshop consultants on the following dimensions?

	Low 1	2	3	4	High 5
1. Proficient in content area	-	2.2	17.4	39.1	41.3
2. Ability to communicate ideas	-	-	14.9	36.2	48.9
3. Able to relate presentation to practice	-	6.7	22.2	40.0	31.1
4. Understanding of your concerns and problems	-	4.3	23.4	34.0	38.3
5. Interest in helping you and other participants	-	-	21.7	41.3	37.0

B. How would you rate the effectiveness of workshop consultant presentations in relation to your needs and interests?

37.8 Contributed strongly

46.7 Contributed moderately

15.5 Contributed slightly

- Not relevant

V. Work Group Sessions

How would you rate the effectiveness of participation in your work groups in relation to the consideration of the workshop theme?

17.4 Contributed strongly

69.6 Contributed moderately

13.0 Contributed slightly

- Not relevant

VI. Would you recommend a workshop like this to other administrators, faculty, staff, and/or lay board members?

2.2 No

33.3 Yes, with reservations

64.5 Yes, with no reservation

Note: All data given as a percentage of total responses.

ATTENDEES

APPALACHIAN STATE UNIVERSITY

Bette Clark
Leland Cooper
Tom Cottingham
Willard M. Deal, Jr.
Ruth Glass
June Houlk
Richard Howe
Richard B. Pavott
Bobby Phillips
R. E. Reiman
Kelly Wilkinson

ASHEVILLE-BUNCOMBE TECHNICAL INSTITUTE

Harvey Haynes

AUSTRALIA (NEW SOUTH WALES)

John Richardson

CALDWELL COMMUNITY COLLEGE & TECHNICAL INSTITUTE

Julia Alexander
Don Altieri
Bill Armfield
Eliza Bishop
Gene Carpenter
Helen Gillen
Beverly Hawkins
Sarah Lowe
Joe Phipps
Dan Stallings
Myrtle Watson

CATAWBA VALLEY TECHNICAL INSTITUTE

Bruce Bishop
Ken Garrett
Steve Lail

DEPARTMENT OF COMMUNITY COLLEGES

Jim Ellerbe
Jim Hamlet
Hazel Small

FORSYTH TECHNICAL INSTITUTE

Marvin Allen
Paul Apple
Drisilla Beale
Patty Dalton
Leroy Foster
George McLendon
Alvin Metts

FLORIDA STATE UNIVERSITY

Louis Bender

HAYWOOD TECHNICAL INSTITUTE

Barbara Baity
Arlene Davis
Phyllis Hart
Darlene Hodges
Rich Lindsay
James R. Moody

ISOTHERMAL COMMUNITY COLLEGE

Davis Daniels
Stover Dunagan
John Karriker
James Turner
Carl Williams

MAYLAND TECHNICAL INSTITUTE

John Keen
Fred Stout

MCDOWELL TECHNICAL INSTITUTE

Marty Shields

NEW RIVER COMMUNITY COLLEGE--VIRGINIA

W. Robert Sullins

SOUTHWESTERN TECHNICAL INSTITUTE

Sybil Reed
Kathryn Zachary

SURRY COMMUNITY COLLEGE

Carlos Surratt
Bob White

TRI-COUNTY TECHNICAL INSTITUTE

Carl S. Moore

WESTERN CAROLINA UNIVERSITY

Lawrence Arney
John Bergner
Quinn Constance
Harry Ramsey
Jerry Rice
Pelham Thomas

WAKE TECHNICAL INSTITUTE

Adele Gray

WESTERN PIEDMONT COMMUNITY COLLEGE

Jim Burnette
Ed Chapman
Gwen Eller
Joanne Johnston
Winston Lear
Glenn Morrison

WILKES COMMUNITY COLLEGE

Joe Austell
Flossie Beebe
Fay Byrd
Bill Davis
Donalee Davis
Coot Gilreath
Robert Hahn
Essie Hayes
Jo Hendrix
Robert Johnston
Phil Lewis
Robert Mayer
Gary McNeil
Marlene McNeil
Barry Mims
Edith Murphy
Cheryl Poston
William Richardson
Kenneth Sebastian
Frank Shuford
Lynn Simmons
Tom Toliver
Nancy Triplett

APPENDIX

The material comprising this Appendix is being presented with the permission of the authors. It is the hope of the Committee that this material might provide useful information for your utilization.

The Committee expressed to the authors its appreciation for the use of the materials.

PLANNING: FOLLOWING THE GOLDEN DECADE OF THE SIXTIES

Dr. Louis W. Bender
Professor of Higher Education
Florida State University
Tallahassee, Florida

Many of you would expect that this presentation would be titled differently. Since planning is anticipatory and intended to look toward the future, you would expect the title to have read, "Planning For The Seventies." There are a number of reasons, however, which justify an examination of the context for future planning. I have developed two perspectives which hopefully will give us a better view. First, I want to make some observations concerning the problems of planning evidenced by an analysis of the 60's. Then, secondly, I want to discuss the community college as part of the post secondary education "stock market" by examining present market conditions in order to deal with "futures" of this institution among all others.

PROBLEMS OF PLANNING

During the golden decade of the 60's, probably the greatest growth period history will ever record for post-secondary education, increasing numbers of students, programs, personnel, and dollars made planning easy but highly vulnerable. Whenever demand outstrips supply, the "sellers market" becomes dangerously complacent and satisfied with straight line projections of input requirements while little consideration is given the complexities and implications of output requirements. During a rapid growth period, the major challenge of planning is quantification in numbers . . . (and I might add the major indices of success in the eyes of legislators as well as planners) . . . with particular focus upon the percent of accuracy in numbers prediction. Planners, whether at the institutional or at the state level, took great pride in their numbers predictions being within one or two percent of actual numbers whether in terms of students or dollar requirements.

I. Mistakes Hidden

It is quite easy to hide mistakes during a rapid growth period. In retrospect, we can identify many mistakes which were hidden during the golden decade of the 60's. As the institution adjusted to accommodate larger and larger enrollments, high cost but low yield courses were able to multiply without any danger signals being detected. Five or six courses might have enrollments of fewer than ten students without any significant budgetary squeeze or any meaningful analysis of the justification for such extravagance or potential drain upon the institution's resources.

In the same manner, the golden decade of the 60's permitted the existence and continuation of mediocre or unresponsive student services without too much serious challenge. A Stanford University Unit Cost Analysis of

Counseling and Advising conducted last year found the per hour cost of personal or psychological counseling to be $79.00; the hourly cost of occupational planning counseling to be $57.00; and the per hour cost of academic advisement to be $42.00. When one recognizes that the institutions involved in the study could have contracted for psychological or psychiatric counseling at $50.00 per hour and could have employed private placement counselors at $10.00 per hour, it stimulates some consideration of the "cover-up" that a rapid growth period may cause.

A third and final illustration can be seen in the perpetuation of maintaining marginal faculty or administrators during the rapid growth period. Most of us are aware of the existence of marginal professionals who continue in institutions because there were no replacements available during the golden decade shortage. Unfortunately, these individuals contribute to a negative public image of the institution and its teaching-learning mission. The public legislators ask whether our institutions exist for the students or for the employment and benefit of faculty and administration.

I do not wish to belabor the point. Nor do I wish to paint a doom and gloom picture. Planning had its greatest impetus during the 60's both at the state and local levels. The shortcomings I have reviewed can be attributed to the evolutionary nature of planning as well as its delicate and complex nature.

II. Planning Toward Centralization

A constant cry during the 60's proclaimed state systems were the consequence of planning. National figures lamented the loss of so called institutional autonomy as the price of state planning. The Education Commission of the states coined the terms of "strategic" and "tactical" planning in an apparent effort to make institutions feel more comfortable. Strategic planning was viewed as that directed toward the framework within which institutional or tactical planning could take place. I doubt that this seriously reassured many.

The point is important, however, as it suggests institutions must recognize their own obligation to respond to societal goals and objectives. It has been the absence of such an understanding in some cases which has influenced greater state involvement in planning.

THE FUTURES MARKET

Now, let me address some global "futures" as I call them which will be important in planning following the golden decade. Each "futures" has implications for individual community colleges as well as for state systems. Hence, they apply to strategic as well as tactical planning in various ways.

I believe the community college must constantly analyze the present market and conditions in order to deal with the "futures" which will confront it most certainly. My purpose will be to analyze seven factors which will play a significant part in the futures of the community college and its relationship to the post-secondary education stock market. The seven areas are:

1. enrollment futures,
2. financial resources futures,
3. institutional relationships futures
4. programs futures,
5. faculty futures,
6. instruction futures, and
7. management and governance futures.

I shall attempt to present a brief analysis of each of these and the implications I believe they have for the community college.

I. Enrollment Futures

The golden decade of the sixties will undoubtedly be recorded as the greatest surge in enrollment in higher education in the history of our country. During that period of time American higher education enrollment swelled from less than 3 million to over 6 million students, greater than 100 percent growth rate. Now, the seventies can be analyzed on the basis of demographic information or institutional projections in order to look at future prospects. Having read a number of state master plans and having reviewed projected enrollment growth of universities in several states, I would urge us not to use the institutional data. We in Florida experienced a situation this past year where the nine universities projected student enrollment growth equal to the total number of high school graduates projected for 1975 through 1980. In other words, these institutions would have absorbed every single graduate in spite of a system of 28 community colleges which will be serving 70 percent of all freshmen and sophomores in baccalaureate programs by that time in addition to an equal number of students in the occupational programs. This is not an unusual illustration according to Lyman Glenny and others who have cautioned on reliance upon state university system enrollment predictions.

Demographic projections related to the actual enrollments in kindergarten and primary grades, as well as birth rates and projected population trends, suggest there will continue to be some growth in enrollment during the present decade, but at a much slower rate than during the sixties. A recent issue of the Chronicle of Higher Education reported a 2.0 percent increase for the present year. It has been estimated that we will have an additional two million students entering institutions beyond high school during this decade, and then during the eighties we will face a period of stabilization or even reduction. It may well be that some years will produce reductions in overall enrollment so that by 1990 there may be fewer students in the traditional colleges and universities of the country than during the preceding decade.

The Carnegie Commission Studies suggest enrollment patterns will vary according to different institutions. Four year baccalaureate institutions will suffer the greatest from either stabilized or reduced enrollment. Universities will also experience some decline in actual numbers, although the greatest turmoil and loss will be from the gap between their inflated projections and the real number of enrollees. Community colleges, according to the Carnegie Commission Studies, will continue to increase student enrollment. Some additional institutions will be needed throughout the country, particularly in a number of the urban areas.

I have been speaking from a global context, of course, since we already have had individual community colleges experience stabilization or even enrollment reduction during this academic year. These patterns have varied according to the institution as well as the reasons for these reductions. For example, Miami-Dade had a substantial reduction this year when enrollment fell nearly ten percent short of the previous year. For that institution ten percent represents about 3,900 students. I had the dubious distinction of being on that campus to address the department/division chairmen late in September, just three days after they had been informed more than a hundred positions would be closed within a year and that they would be responsible to recommend criteria and procedures needed to reduce faculty for the coming year.

One interesting enrollment pattern for the present year has been the discernible shift in student enrollment from academic programs to the occupational education programs. If, for example, Miami-Dade had been able to accommodate all students seeking occupational education programs, they would have added approximately 1,000 students who sought admission but had to be turned away because occupational classes were already filled to capacity.

Now, let us look at the types of students to be expected in the enrollment futures. According to a recent study in New York, the average age of full-time community college students is 27 years. Too frequently we think of the students as being primarily in the 18 to 20 year bracket and fail to recognize the increasing number of older students. One aspect of this phenomenon has been the trend for many youths to take a break between high school graduation and college either by spending a year or more in travel, or at work (regardless of the type or nature), or by entering the military. Very different types of students now sit in the classrooms of community colleges.

The number of part-time students enrolled has continued to increase in community colleges throughout the country. This is significant because they are enrolled during the day as well as evening hours. There has also been a significant increase in off-campus study with students requesting permission to study at one institution for a summer session and going to another institution at a different period of time in a more or less frgamented and mobile fashion.

Implications:

Implications for those of us in the community college field are at least four in number. First, I believe we need to stop thinking of our student clientele as graduates fresh out of high school. Many of the students sitting in community college classes today, even the young 19 or 20 year olds, have had sophisticated experiences of life. Many students have been on the job and have a perspective of the world of work which cannot help but be a factor in attitudes and priorities of life. The personal, social, economic, and moral problems internalized by these students cannot be viewed as though they are 13th or 14th graders.

A second implication resulting from this new clientele is the fact that the learning process for older adults is different from that of those last teen-aged years typically reflected in the class. It is important for faculty and particularly for counselors and student personnel officials to recognize the developmental level of the parent sitting in class who perhaps has a range of worries and concerns quite different from the young adult sitting near their side. Most adults, returning to formal classroom instruction after many years of absence, are concerned that they are ill equipped and incapable of competing with the younger student. It is necessary to reassure them in the classroom and to bring out the fact their insights, gained from living, more than compensate for their inexperience with scholarly study and research. Life, itself, is quite different to the range of students in class. The 18 or 19 year old feels immortal while the 40 year old approaches middle age apprehensively and the 55 year old comes to the realization that life is fragile indeed.

A third implication, it seems to me, is that we in the community college must view our entire service area as the campus. If the students cannot come to us, we must go to them. Our efforts during the sixties to model campuses after the baccalaureate institutions in an effort to gain their recognition and to establish identity as an institution of higher education was in retrospect a tactical error. The community college cannot afford to be identified as an ivory tower institution which is available to those who travel to its doors to take advantage of its offering. It must increasingly be viewed by every citizen in the service area as an instant resource to accommodate immediate or long-range needs.

The fourth implication stemming from analysis of enrollment futures is the fact community colleges must become twelve month operational resource centers. We can no longer afford even to have the standard five day week image. An increasing number of community colleges have already designed, and are offering, week-end degree programs whereby individuals can through an extended number of years attain an associate degree by pursuing course work on week-ends without any need to take time away from their regular employment. The week-end college concept will, in my judgment, continue to spread throughout the country.

II. Financial Resources Futures

The second "Futures" I would like to discuss are the financial resources available. During the seventies there will be an increasing downward trend of the portion of financial support from local tax resources. During the past five years, twenty-one states have enacted legislation shifting larger and larger portions of public support from the local level to the state level.

While many higher education advocates have predicted an increasing Federal role in the support of higher education, it would appear this is more fantasy than fact for at least the next three years. While the Education Amendments of 1972 provide for sizable authorizations, the Nixon Administration has already assumed the posture states rights and the decentralization of Federal Government justifies holding the line on any substantial Federal expenditures. It has been assumed that the revenue sharing plan, now operational even if on a very small scale, will provide sufficient Federal dollars to the individual states in order for each to direct those funds to higher education if it is, in fact, considered to be among the high priority needs by that particular state. As a consequence, we may well find that we have had the last of major educational legislation at the Federal level until another national crisis forces a re-examination and reordering of priorities at that level.

With both local and Federal support of higher education, in general and community colleges in particular, projected on a downward scale during the present decade, we can assume state support will necessarily need to increase. It is quite evident this will be true as reflected in the number of states already assuming the major share if not the total share of public support for community colleges. Florida now is fully state funded.

The fourth source for financial support is that of the student. It is interesting to look back at the literature during the mid-sixties when educators, politicians, and community leaders were calling for free tuition in the community colleges. It was viewed as part of the egalitarian philosophy that community college education should be low cost or no cost due to the economic return projected for an educated and trained citizenry. A dramatic change has occurred during the past three years which any literature content analysis would reveal. Most state master plans for higher education call for the student to assume a share of the cost of his education to the extent his financial resources make possible. It would seem we can anticipate higher tuition and fee costs being borne by students of community colleges on the basis of the ability to pay. To some extent this will be a deterrent to serving the economically disadvantaged in spite of financial aid programs. We will undoubtedly see more students turning to part-time study as a way to support their higher education experience.

Implications:

The implications of these futures are of importance to faculty, trustees, administrators, counselors, and students. In the first place, I would predict greater and greater state coordination will occur during the coming decade. This coordination will be for all educational institutions. On the one hand, community colleges may well look to this trend as one positive force to assure equitable treatment among the institutions of higher education where the state university and state colleges in the past have often operated to the detriment of the community college. On the other hand, administrators and trustees can expect state coordination will bring an increasing pressure for program approval, accountability demands, and a greater degree of regulation among the community colleges in the system.

A second implication of the financial futures will be the need for greater economies. Community colleges must be more ingenious in finding ways to increase productivity if they are to meet the complex range of challenges for comprehensive programming, flexibility of services, and responsiveness to new needs and requirements of business and industry or of the students with less financial resources.

The third implication is the fact community colleges must become more politically active. Too many educators for too long assumed educational institutions are immune to the political process and argued it is unwise for educators to become involved in politics. We have had numerous illustrations of the wisdom, yes even the necessity, to work actively with the legislative and executive branches to inform them of what we are attempting to do and the problems which confront us during that job. In many states this means a state-wide association must develop a strategy and communications network whereby trustees and community friends of the college can directly intercede with legislative representatives at the state and Federal level to inform them of facts and sentiments so they can intelligently act within the legislature for the best interests of all. Students and faculty are equally responsible for this political challenge to the college if it is to thrive during this period of "belt-tightening," if not economic depression.

III. Institutional Relations Futures

Following the golden decade of the 60's, it becomes increasingly clear more state coordination described earlier will mean state-wide concerns will often supersede those of local concern. State plans will identify mission assignments for segments of institutions; a prospect most unpalatable to the universities and even to some community colleges. These plans will be less tolerant of the conditions set by academe such as residency requirements, course prerequisites, and so forth. The traditions of academe are in serious jeopardy for those who have embraced them for so long.

A second trend will be recognition of different types of educational delivery systems which historically had been outside the formal educational mainstream. Proprietary schools have existed for more than one hundred years, but it has only been during the past five years that they have forced recognition from higher education and have demonstrated a potent, political power to gain the support of the legislature. I have observed proprietary school representatives testifying before state legislative committees winning not only the sentimental support, but also the vote of legislators by observing they have been performing a public service of training and education at no expense to the taxpayer. Furthermore, in spite of competition from tax-supported institutions, they as profit making institutions actually contribute tax support to the public sector through their non-tax exempt status. Legislators are most impressed by this argument and have made it increasingly difficult for state-level public policy boards to ignore this proprietary sector any longer. We have over ten thousand proprietary schools located throughout the United States serving more than five million students. These institutions have forced a number of states not only to recognize their legitimacy by approving them for scholarship support of students, but have also won the right to award associate degrees for some of their two-year programs.

Another type of educational delivery system which has been invisible to most of us in public education has been that of the military. The educational system operated by the Armed Forces is far more sophisticated and complex than most people realize. Many young men have been attracted to recruitment offices because of the training programs promised to them. We know the military has developed some of the most effective and productive instructional and training systems money can buy. The instructional research and development arm of the U.S. Navy alone expends one billion dollars per year for the development of instructional aids, training of instructors and courses of study. It is possible for individuals within the military to receive training of vocational, technical, or professional levels through and including post-doctoral studies. It seems ludicrous in retrospect that we have typically failed to give recognition or credit for work completed by individuals in the military except, perhaps, waiving a physical education requirement, or in a few cases, giving some advanced standing because of an equivalency credit recognition.

Business and industry operate an educational and training complex which will also be recognized during the coming decade as a component part of education. The General Electric Corporation operates a training center outside of Princeton, New Jersey, which has scientists and researchers whose frontier knowledge exceeds that of most graduate schools in the country.

As these additional educational and training programs are recognized, the historic credentialing monopoly of academe will be broken. The various forms of non-traditional study are the precursors of new structures or provisions to recognize achievement and mastery by individuals regardless of how or where they studied. The New York Regents external degree is, I believe, the forerunner of a trend which we will see develop during the next several years. In New York State an individual can apply for a baccalaureate degree through the New York Regents without attending a university or college. We have seen many tragic cases where an individual has accumulated college credits from different institutions which would equal in total number the credits required for a degree on a given campus. However because that person was forced to move from place to place, such as a member of the military or perhaps wife of a young executive who had been transferred from location to location, he or she was unable to receive a degree because the residency requirement had not been met for any one given institution. This credentialing monopoly will be broken as states establish an alternative system to accommodate individuals with this type of background.

A fourth institutional relationship is described in a publication of the Carnegie Commission. This report calls for the establishment of educational pavilions throughout the country in different communities so people can turn to pavilions located very close to their homes, perhaps in shopping centers, where they can identify short term courses or training programs which will satisfy immediate desires and needs. With the technology available to us, together with computers, there is no reason why we cannot achieve this "filling station" concept.

Implications:

There are a number of implications which seem obvious from these trends. In the first place, I believe community colleges have an opportunity to make the educational pavilions an operational reality. Community colleges, by recognizing the entire service area as the campus, could establish information booths in shopping centers and other strategic locations which would be available to citizens instantaneously. This could be done in the following manner: first, students in the various courses in community colleges can begin to develop an inventory of the multiple educational and training experiences available throughout the service areas. For example, how many of us are aware of the short courses and training available from governmental bodies, from civic organizations, from the YMCA or YWCA, and other youth organizations, or church groups, or even small neighborhood voluntary interest groups that could be used by those seeking an experience but not aware of where to turn. In Tallahassee, for example, we have the State government which operates innumerable training and educational programs for its employees. There is no reason why interested citizens should not be able to partake of these experiences if a catalytic agency, such as the community college were to identify the source and time of the program and establish the bridge between the agency and the potential students.

Secondly, most community colleges today have computers and ought to be able to place this inventory on the computer for almost instant retrieval as a public service to the community. With computer terminals located throughout the district, particularly in the metropolitan areas, it would be possible for counselors and advisors to respond to inquiries and thus identify an educational or training source as needed.

Another major implication coming from this idea is the opportunity for the community college to be in the vanguard to recognize past achievements or experiences or training of an individual for credit toward degree work. Many community colleges through CLEP examination and other forms of examination already provide for some of this recognition. Increasingly community colleges, in cooperation with high schools, provide academically advanced students with the opportunity of taking college level work while completing the senior year at high school. In other cases we have had community colleges working closely with an area vocational school or other type of institution to provide related general education as part of a degree program of occupational education.

IV. Program Futures

The career education concept being promoted from the U.S. Office of Education to local school districts represents one of the great hopes, in my judgment, for unifying education in the next decade. We have come to recognize education as the bridge between man and his work; thus, we must make sure that bridge is not too narrow or too short.

The enrollment patterns of this year together with the Education Amendments of 1972 promise more occupational programs in community colleges over the next several years. The publicity given to the artificial status syndrome of the baccalaureate degree and its poor showing during recent years as a ticket to a high paying position has begun to take affect. Furthermore, any cursory observation of the military picture would make it clear the occupational programs used so often to lure young men to enlist can similarly be used by educational institutions and particularly the community college to attract students in the coming years.

The other program area we can anticipate to grow will be that of continuing education and community services. I have already observed the increasing number of adult and part-time students turning to the community colleges. We need not look too far to recognize the increasing expectation of various organizations and community groups who turn to the community college for certain purposes ranging from cultural opportunities to assistance in improving environmental and consumer conditions.

Implications:

One implication I believe to be of great magnitude is the key role the community college can play to achieve not only the objectives of the career education concept, but to replace the separateness of the past between both occupational and academic education. We must come to an intelligent realization that a unified educational system with equal status for occupational and academic programs is the only way our clientele, the students, can be served.

Another implication is that of a fundamental characteristic of society. If we in the community college do not achieve this unity and do not serve the needs of society, then we can expect society will turn to another social institution or will generate or create a new institution to replace us. This can be documented by any study of our educational system, even the evolution of the community college. I have had the sad experience of visiting a faculty dining room at a metropolitan community college where faculty of the academic departments sat on one side, separate and apart, from the faculty of the various occupational programs. It was so ridiculous I could not help but think of the sectarian ward raging in Northern Ireland and the Near East, repugnant to most of us and certainly mystifying because they seem so futile, so ridiculous, and so much like the Dark Ages.

The third implication I would call to your attention is the fact continuing education in the community college must be more than merely moonlighting. By the end of this decade, more FTE will be generated through the continuing education program than through the full-time formal program. Continuing education serving its clientele should be an ideal setting for real experimentation and innovation. It must be given far more serious thought and consideration than we have in the past.

V. Faculty Futures

The futures for faculty in the next decade is spotty indeed. It is quite clear there will be a depression for some of the academic disciplines. At Miami-Dade significant faculty reduction will occur in the social sciences and even in a few of the physical sciences. At the same time there will continue to be a shortage for qualified faculty in most of the occupational areas.

According to the U.S. Department of Labor Bureau of Labor Statistics, 205,000 faculty members will be needed between 1970 and 1980 to replace retirees and fill new positions. During the same period 515,000 new doctoral degrees will be awarded with at least 275,000 of that number seeking full-time teaching. Not only is it clear a surplus of nearly 70,000 doctoral-degree holders will thus be produced but nearly 100,000 teachers without the Ph.D. will find the job market tight indeed.

A second factor, as we look at the futures, is the probability that faculty will need to be far more accountable than they have in the past. Even collective bargaining will not protect faculty from increasing pressure for improved techniques of evaluation. This will be disconcerting to some who have in the past been betrayed by members of the administration who on the one hand claimed evaluation was for improvement of instruction while on the other hand used any evaluation scheme as the basis for promotion or non-retention of an individual. While protection against abuses will certainly come from the courts or from the unions, we can expect evaluation and a personal commitment to improvement and renewal to be a professional responsibility in the future.

Implications:

A significant implication, it seems to me, is the need for faculty to further the trend toward interdisciplinary approaches to instruction. As our traditional multidisciplined structure compartmentalized, we were operating in a relatively static society. In the present context, change, rapid change, dictates a broad framework within which each individual can continue to up-date himself throughout life.

The second implication for many is the desirability of being generalists rathern than specialists. Increasingly we must turn to the instructional technologies available to us and serve as broad reference or resource points for students. We can find all kinds of expertise to add from the instructional media to enrich our teaching.

The third implication I would direct toward trustees and administrators present today. In view of the shortage of qualified faculty in the occupational areas and in view of the surplus of well-qualified faculty in the academic areas, why not think of a new concept in the preparation of instructors? In some of your institutions you will need to reduce faculty in academic departments who are proven teachers and who have a significant contribution to make. Wouldn't it be wise to take advantage of this human resource by establishing a policy for the institution to retrain proven academic faculty in appropriate occupational fields either through direct, on-the-job experience for a year or by sponsoring them for a year of study or laboratory experience so they can handle a new field? A year of absence with pay would be a very small price to gain a proven teacher who, upon return, would represent a significant economy when considering the "break in" period required for the novice faculty member. Since we do have critical shortage areas, I look to visionary institutions to consider a design comparable to this to maximize its human resources.

VI. Instructional Futures

From what I have said thus far, it is apparent we can anticipate the demise of the system of green stamps represented by course credits and credit counting leading to a credential which had been the traditional pattern. We are gradually moving toward a systems approach to instruction whereby competency-based objectives can be established toward which the instructional program can be directed.

The open classroom concept of the early one-room schoolhouse of yesteryear paradoxically has come full cycle to be one of the promising practices in the ungraded classroom of our primary grades today. This individualized instruction can be expected to have its impact upon the community colleges as well. During the next several years, assessment of the student skill, competency, and achievement level will be determined in order to make an appropriate diagnosis of the individualized instructional program which can help that person move from where he or she is to the desired goal or objective.

It is in the area of instructional technology I predict will be the greatest revolution during the coming decade. It will change not only the classroom setting but will necessitate a redesign of our present instructional strategies. We have an excellent illustration in the military system I mentioned earlier, when we consider the training of the millions of men during the since World War II through that system from the simplest operation of K.P. (kitchen police for those of you who did not have the pleasure of working within that environment) and the disassembly, cleaning, and reassembly of firearms to complex operational machines of war. This was achieved in very brief periods of time with a very diverse heterogeneous group of men. Self-instructional units programmed learning texts and manuals, as well as sophisticated electronic audio and visual instruments were combined to provide not only entry level skills and competencies, but advanced leadership and strategic planning know how, the scope and magnitude of which boggles the imagination. We in the educational system have been unbelieveably slow in studying these proven instructional approaches and delivery systems for application in our own institutions. As a consequence, industry has seen a promising field for capital gains and profit either through the development of the instructional technology itself or by the creation and sponsorship of proprietary schools.

Implications:

Because of the time limitation confronting me, I shall not expand further in this area. The immediate implication is the need for community colleges to establish policies to provide released time so faculty can develop new instructional modes. Furthermore, it will be necessary for community colleges to invest in meaningful, cooperative relationships with employer groups in the service area; and I mean much more than advisory committees.

The second implication is the need to move toward task analysis of present and future job requirements for which faculty can relate the substance of their discipline and to establish the objectives toward which each individual student can direct energy and effort. Competency based instruction is not merely a fad.

The implication to faculty, in my judgment, is, "Don't be afraid to learn!" Too often faculty believe effectiveness is a product of repetition only and fail to recognize this must be combined with a constantly evolving and improved instructional component. We should not be afraid to study the military and proprietary models of classroom strategy and instructional technology. We should not be afraid to experiment with the rich resource of instructional media available and waiting for our use.

VII. Management Futures

During the decade of the seventies we will undoubtedly find that administrators of community colleges will describe their role as more formalistic and more legalistic. This is the result of the action of the courts as well as the further external impingments such as professional negotiation, and the art of political leverage which has been learned so well by students and faculty alike.

Management of community colleges thus will be more complex as the political interaction externally and internally will necessitate more time and more energy of the administrator.

Another future, it seems to me, is the nature of the role of the president which is decidedly changing. Rather than being at the pinnacle of a hierarchy and having ultimate authority for decisions for the operation of the institution (perceived by many presidents as an opportunity to be a leader or developer), we shall see the president forced into a role of executor and perhaps caretaker because of the different relationships between the internal constituencies of the college, his office, the board of trustees, and the community itself.

Implications:

The implications suggest the need of the administrative teams of community colleges to do more anticipatory long-range planning, formulating alternatives to meet new or potential circumstances and crises. Another implication is the obvious need to have clearly identifiable and understood objectives whereby management decisions can be related. This necessitates written policies with publicly known criteria for decision making and professional judgments. Courts of law are not interested in substituting their judicial judgments for the professional judgments of educational institutions. Courts intercede only where there is evidence that no clear basis exists for professional judgment and thus arbitrary or capricious judgments may in fact violate the Constitutional Rights of the faculty member or student or staff member.

A final implication I would suggest is that of the increasing need for the president to be involved outside the institution within the community, state, and at the Federal level as well. This will mean he must have on his administrative team individuals who can assume responsibility for the internal operation and direction of the institution. This will require effective lines of communication and an organizational structure which can respond to the various challenges and opportunities ahead.

These are seven futures which I believe confront the community college in the higher education stock market, following the golden decade of the 60's. Through planning, the community college can be the most dynamic of all institutions in the years ahead because of you who have already made the community college synonymous with flexibility, responsiveness, and a zest for saying "yes" to challenge and opportunity alike. I'm "bullish" on the community college.

APPALACHIAN DEVELOPING INSTITUTIONS CONSORTIUM
SECOND ANNUAL MEETING
Asheville, North Carolina

June 14-15, 1973

COOPERATIVE PLANNING FOR OPTIMUM INSTITUTIONAL PLANNING

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Professor of Higher Education
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Tallahassee, Florida

I. INTRODUCTION

In order to address the topic assigned to me by Bill Richardson, I believe it is appropriate to ask each of you to spend a few moments with me reviewing the transgressions your eight institutions have pursued in creating the Appalachian Developing Institutions Consortium. You have violated historical traditions and long embraced attitudes in coming together in this Consortium for the past two years! After all, were you not aware that post-secondary institutions were never intended to work together?

From the earliest colonial college we have the model for separate and autonomous operation. The enterprise of post-secondary or higher education was viewed as that which through Divine direction was to have its own uniqueness. Faculty thus came to feel their teaching was special and unique and hence it was against the grain for a faculty member to permit anyone to feel that a student could achieve true knowledge and learning except in his own classroom. This attitude provided the origin of refusing transfer of credits for studies previously completed by students from one institution to another. In this climate, the management of the institution was similarly a closed system with the president deliberately maintaining a monopoly over information on the financial affairs and long-range planning of the institution. After all, this special Divine ordinance was to be sanctified by the institution being separate and apart!

You people in North Carolina, and particularly in this Consortium, also violated a fundamental ideological principle which has deep roots and long traditions. How could you have brought together individuals dedicated to a harmonizing of efforts between the academic and occupational subject fields? Were you not aware that separatism between academic and vocational education has been one of the long entrenched cornerstones of our educational system. Why would you attempt to bring those whose origin can be traced to the Aristotelian philosophy of the use of education to liberate the individual through the development of his intellect to that insidious philosophic movement of Utilitarianism which called education the vehicle enabling man to apply whatever knowledge, understanding, competency, skill or insight he could achieve to the practical world of work?

As a result of your deeds, there are eight institutions here in North Carolina which have turned their backs on the past and have looked toward the future, a future of changing demands and requirements which by its very nature creates a new set of circumstances to be addressed. Should you decide to continue this kind of break with the past and all of the hallowed traditions so long embraced, I would invite you to spend a few minutes considering the topic assigned by Bill Richardson.

II. ELEMENTS OF THE TOPIC

I wish I were able to claim credit for having selected the title for this presentation. I did ask Bill to give me his suggestions for the role he wanted me to play in your conference. In that regard, perhaps, I influenced him to develop a most subtle but perceptive message.

Cooperative Planning

First, let us look at the concept of cooperative planning, a key, in my judgment. It should be internalized by each of the institutions within this Consortium. Cooperative planning does not encompass an external force or authority ordaining the direction of each institution. It is neither centralized, monopolistic, nor far removed. Cooperative planning requires the participation of each component element of the Consortium. And thus, all eight institutions play a part in the design process while having the ability to participate to the extent appropriate for that individual institution. Cooperative enterprise may mean several institutions for a given task or project will not be involved or committed to the same extent as others. Participation is geared to the appropriateness for each constituent institution.

Planning

Second, what do we mean by planning? I have offered a seminar on planning of post-secondary and higher education for the last three years and have been involved in state-wide comprehensive planning for higher education in seven or eight states. I am constantly amazed at the stereotype concept of planning which is held by state officials, institutional leaders, or graduate students. Planning somehow generates a mental image of a document and resulting requirements for conformity, prescribed behavior, and loss of individuality. As a result, planning typically is equated to the development of a written document which can be given great fan-fare when released for public view and then placed on an appropriate shelf to collect dust.

Planning, as envisioned in the topic assigned to me, or at least as I envision it, is a process which is on-going and constant. Planning requires assessment, action, flexibility, adjustment, and a frame of reference which can be used at all times for decision-making and professional judgments.

While I shall not spend time on the methodology of planning, suffice it to observe planning as a process can equip each institution or collectivity of institutions with anticipatory alternatives to respond to problems or issues from a base of analysis in which possible solutions had been thought out in advance. The result is leadership rather than reaction as the posture of the institution. During the periods of unrest a few years ago, the public and legislatures were most critical of indecision on the part of the universities.

Where contingency plans were in existence, public censure was not as severe, even in cases where actions taken proved to be inadequate. I shall be happy to expand upon this concept during the discussion period for those of you who wish to examine it in greater depth.

Optimum

The next major word in the title assigned by Bill Richardson is that of optimum. Turning to Mr. Webster we come to the definition of "the amount or degree of something that is most favorable to some end." In this case, the most favorable end is institutional development. It is obvious that we have touched upon the pivotal work in the title and hence, it is my responsibility to attempt to show how optimum institutional development can and will be achieved through cooperative planning. In this case, we would be thinking of the eight institutions which are members of this Consortium.

III. INSTITUTIONAL DEVELOPMENT

What are some of the conditions and circumstances which relate to optimum institutional development? I need not spend your time repeating all of the conditions and circumstances which you know are so immediate and encompassing to your institution. Some conditions would include the present and future patterns and nature of enrollment of students. The size of your institutions and their location all are important factors. The funding patterns emanating from federal legislation whereby the student will carry the financial resources through grants rather than the institutions receiving direct or substantial support as in the past will certainly be among those conditions which you are aware of. The combination of enrollment and funding obviously has implications for staffing. In order to discuss institutional development in a more global context, I would like to share some transparencies with you now which I believe will provide our panel with a number of ideas and concepts to which they can respond following my presentation.

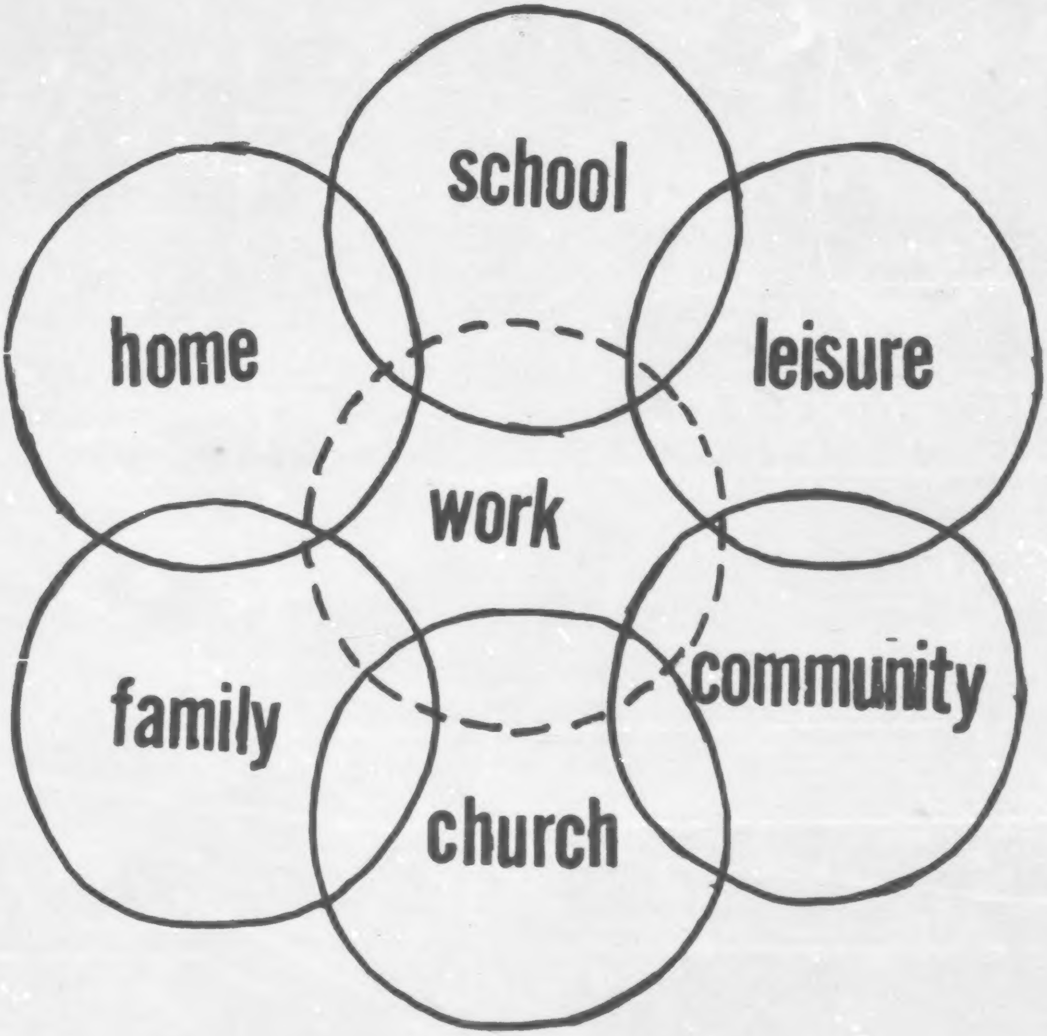
Slide 1: Career Education Concept

The career education concept as illustrated in this slide envisions the work role as all encompassing. Because one choice of an occupation has such a variety of influences upon the total fabric of life, we have increasingly considered avenues for assisting students from the elementary school years through post-secondary education with an opportunity to identify personal talents and interests and to match them with the training opportunities available in the institution.

Slide 2: Toward Career Education

This second slide depicts the merging of formally divergent educational thrusts of the academic and vocational education toward a single unity focusing upon career and self-understanding rather than discipline mastery. This Consortium has already demonstrated the wisdom and potential of uniting to

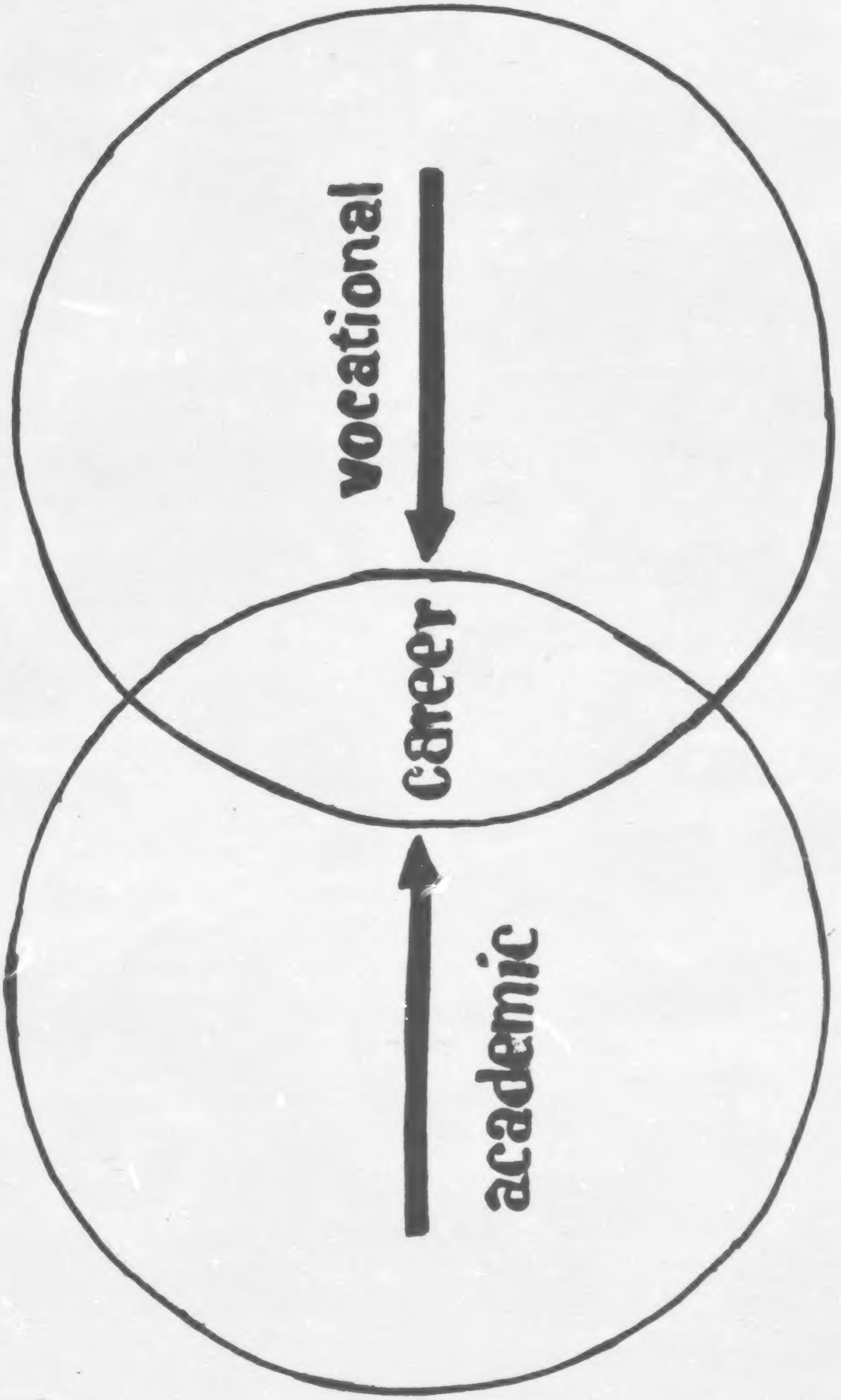
CAREER EDUCATION CONCEPT



CAREER EDUCATION CONCEPT

OPERATIONAL PHASES

1. FANTASY PHASE: AWARENESS
2. DISCOVERY PHASE: EXPLORATION
3. PREPARATION PHASE: SPECIALIZATION/ TRAINING
4. MAINTENANCE PHASE: UP-DATING
5. RENEWAL/REDIRECTION PHASE: RECYCLE/ RETAIN


vocational
career
academic

maximize educational opportunity. Your challenge now will be to perpetuate that relationship even after Title III funds are no longer available.

Slide 3: Coordination of Facilities and Programs

The career education concept requires a coordination of facilities and programs if students are to be able to relate the real world with the theoretical bases of academic study. Work study programs and cooperative education programs have clearly demonstrated the success and value which can be enjoyed by those institutions which involve the total community and its resources in the educational program. Your Consortium has a real opportunity to identify a variety of career fields for the people of western North Carolina which can be given through a coordination of your institution and a relationship with your total region. As I understand it, you already have a large number of occupational programs which are offered by a single member institution of the Consortium. By compiling a list of the total offerings and promoting the range of opportunities to students throughout the region, you will be able to maximize human services and fiscal economies.

Slide 4: The Community as the Campus

The concept of the community as the campus can be applied in the regional sense as well as the service area sense. I would urge you to explore those types of services and programs which can be added through a regional planning and coordination process. If Dr. Ben Fountain, President of the North Carolina Community College System, were with us today, I am sure he would agree with my prophecy that regional planning will become an important component of state-wide coordination in the future. Your institutions have already undertaken on a cooperative basis what colleges and universities in New York State and Pennsylvania are being forced to do by legislative edict. There are many ways in which you can make this Consortium a strategic leader in North Carolina.

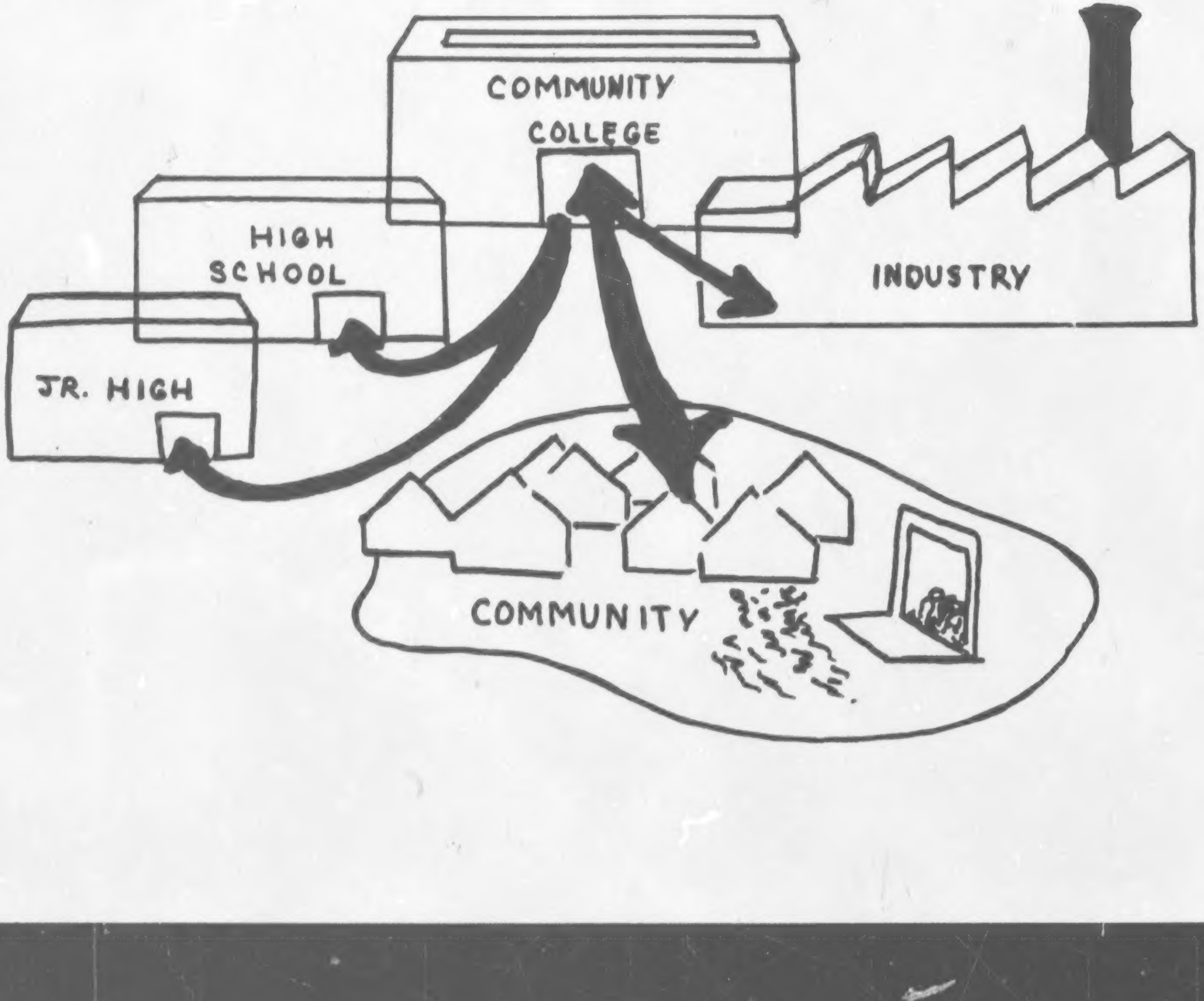
Slide 5: The Open Door

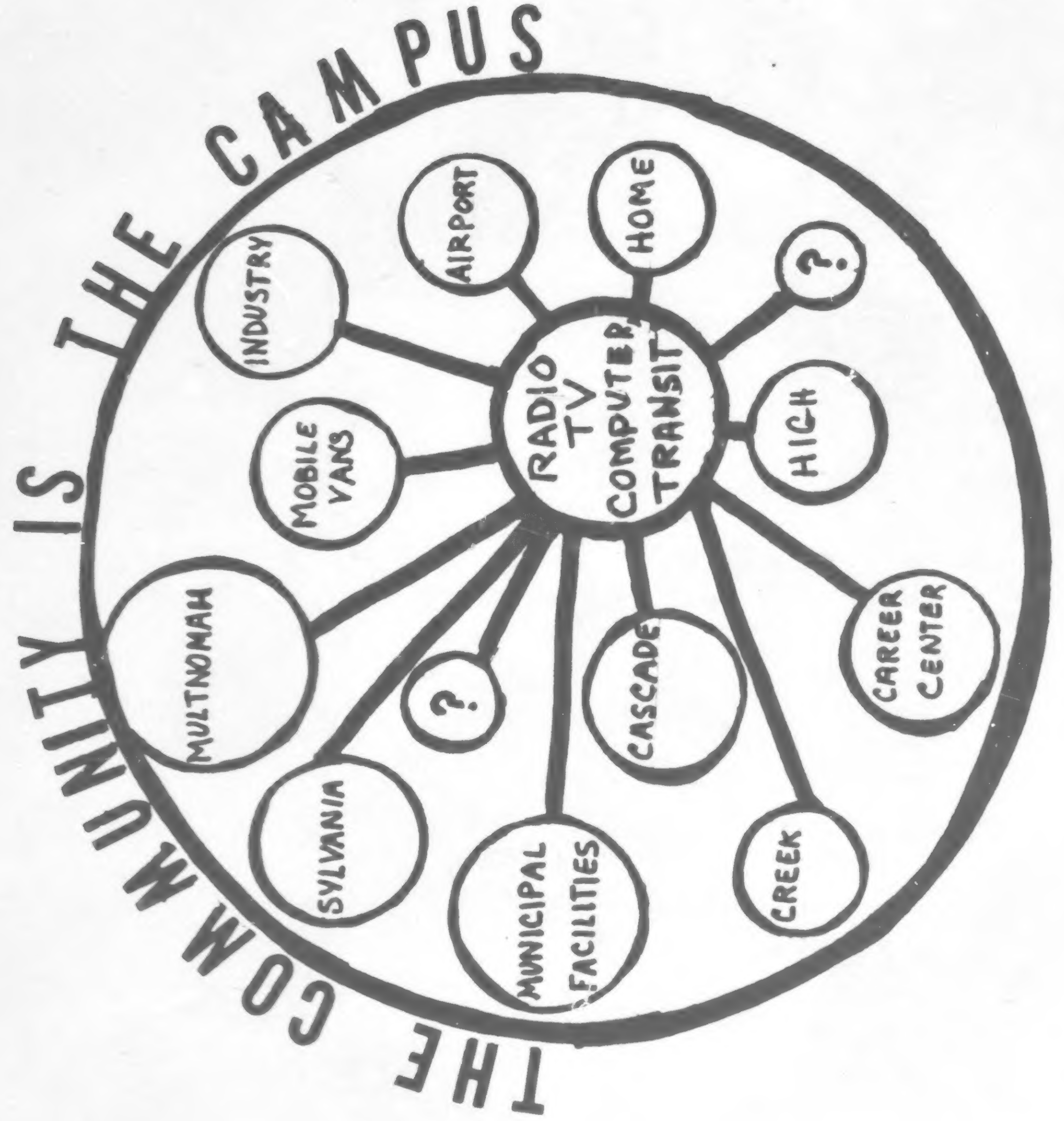
The open door policy has been one of the most loudly proclaimed but poorly executed policies of the community college. If we are to achieve the goal of the open door policy, we cannot maintain the lock step of fixed time and variable achievements but must move toward variable time and fixed achievement. We must provide an opportunity for exploration on the part of students to identify what they want and need from their educational experience. Learning patterns vary as we have all heard in various cliches. Have we developed a curriculum, advisement program, and supporting services which clearly provide for taking each student where he is and providing an avenue for him to get to where he wants to go?

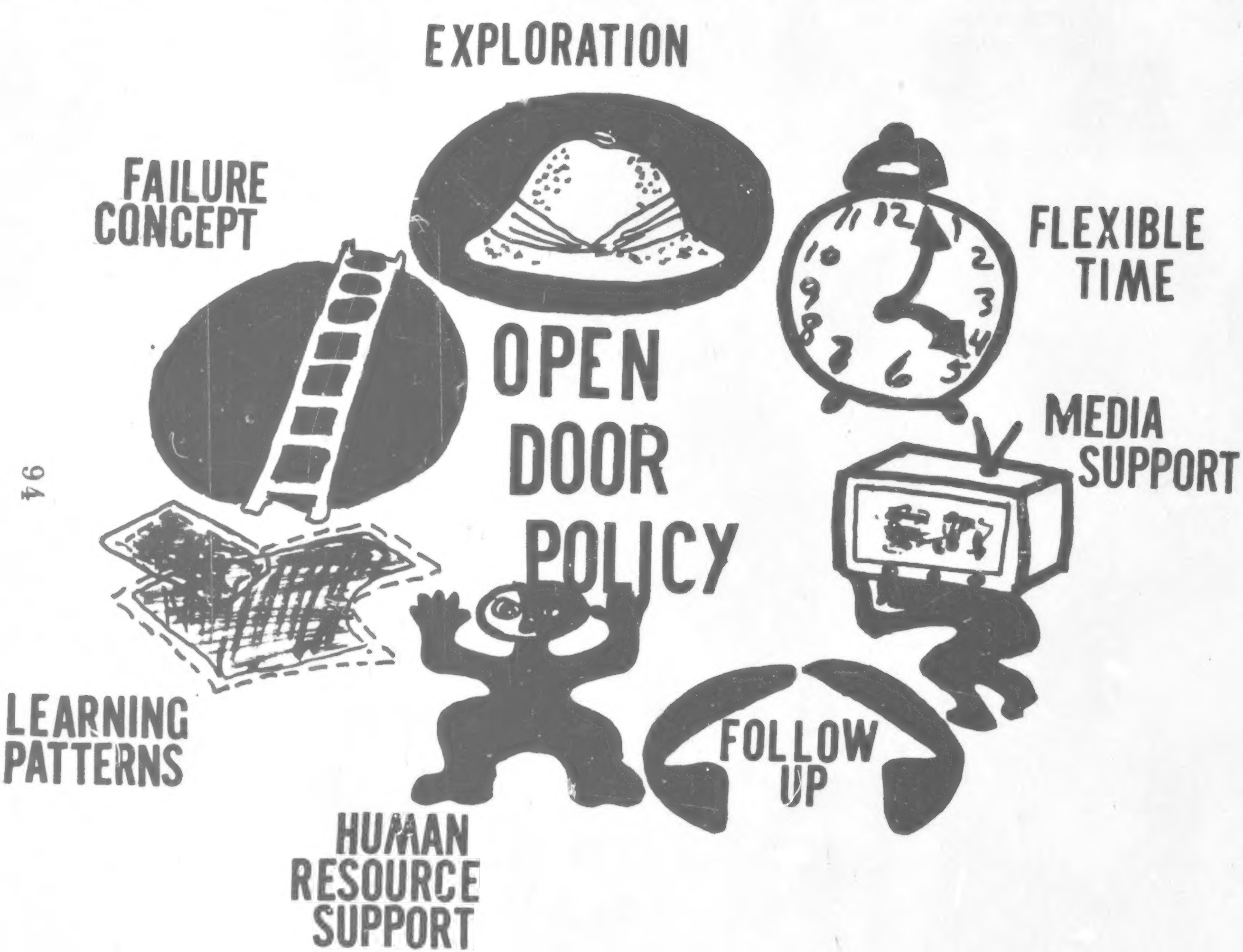
Slide 6: Flexibility

The open door policy requires institutional flexibility. This ultimately must be such that an individual can enter an educational experience at any time. And I wish to call to your attention the concept of "right to fail."

COORDINATION OF FACILITIES AND PROGRAMS




THE COMMUNITY IS THE CAMPUS
RADIO
TV
COMPUTER
TRANSIT
INDUSTRY
AIRPORT
HOME
?
HIGH
MOBILE
VANS
MULTNOMAH
?
CASCADE
CAREER
CENTER
SYLVANIA
MUNICIPAL
FACILITIES
CREEK


EXPLORATION
FAILURE CONCEPT
FLEXIBLE TIME
OPEN DOOR POLICY
MEDIA SUPPORT
LEARNING PATTERNS
FOLLOW UP
HUMAN RESOURCE SUPPORT

FLEXIBILITY

Enter at any time

Challenge

Right to fail

Right to try

Waiver

This concept holds that we all experience disappointments and setbacks in the real world of life. As a result, students should have the right to try experiences which may result in a setback. The important thing is though, we should not stigmatize the student with the stamp of failure. The dignity to learn through disappointment is an important experience of life. Our traditional system of penalties and unforgiveness is certainly not consistent with the climate of the dignity of self discovery.

Slide 7: Teaching Styles

Teaching styles vary and your Consortium can facilitate some of these. A variety of small group and independent study experiences may ultimately enable you to have students spend portions of time in one institution and other portions of time at other institutions. Sharing of faculty on a rotating basis may provide for the same dividend.

Slide 8: Learning Styles

Learning styles vary also; a fact which some faculty members unfortunately forget. Too frequently we believe in learning coming only from hearing an instructor lecture. Far greater learning can come from experiences of life and the self-learning from analyzing a situation and then attempting alternative solutions.

Slide 9: Futuristic Learning

Futuristic learning styles may carry us to unanticipated dimensions. Sleep learning may occur far more than we realize, even as it is occurring in this room right now. At Duke University, a number of experiments have demonstrated the possibility of using those hours during slumber for educational purposes. Smart pills are not really too much of an exageration. Biochemical research into reading has demonstrated that many students may be poor readers simply because of a hormonal imbalance. As biochemistry learns more about the relationship between physiological and psychological interaction, we may well find learning styles being modified dramatically.

Slide 10: Taking Education to the People

The community colleges and technical institutes of this Consortium have already demonstrated the value of taking education to the people. Through the Consortium, you can extend and expand that commitment many times over. The Appalachian region offers you a rare opportunity as well as a challenge to find ways to provide educational opportunities and services to the largest potential constituency available; that is, the adult population from age 20 to age 80. Enrollment patterns have made it very clear that we will have our greatest opportunity for expanding enrollments and services by understanding the adult learner and providing opportunities for countless numbers of older citizens who grew up in a tradition where "schooling ceased" when they left school. The challenge is to make them aware of your availability and their ability and worth for successful achievement in your programs.

TEACHING STYLES

Large group

Tutoring

On the job

Small group

Independent study

LEARNING STYLES

OBSERVATION

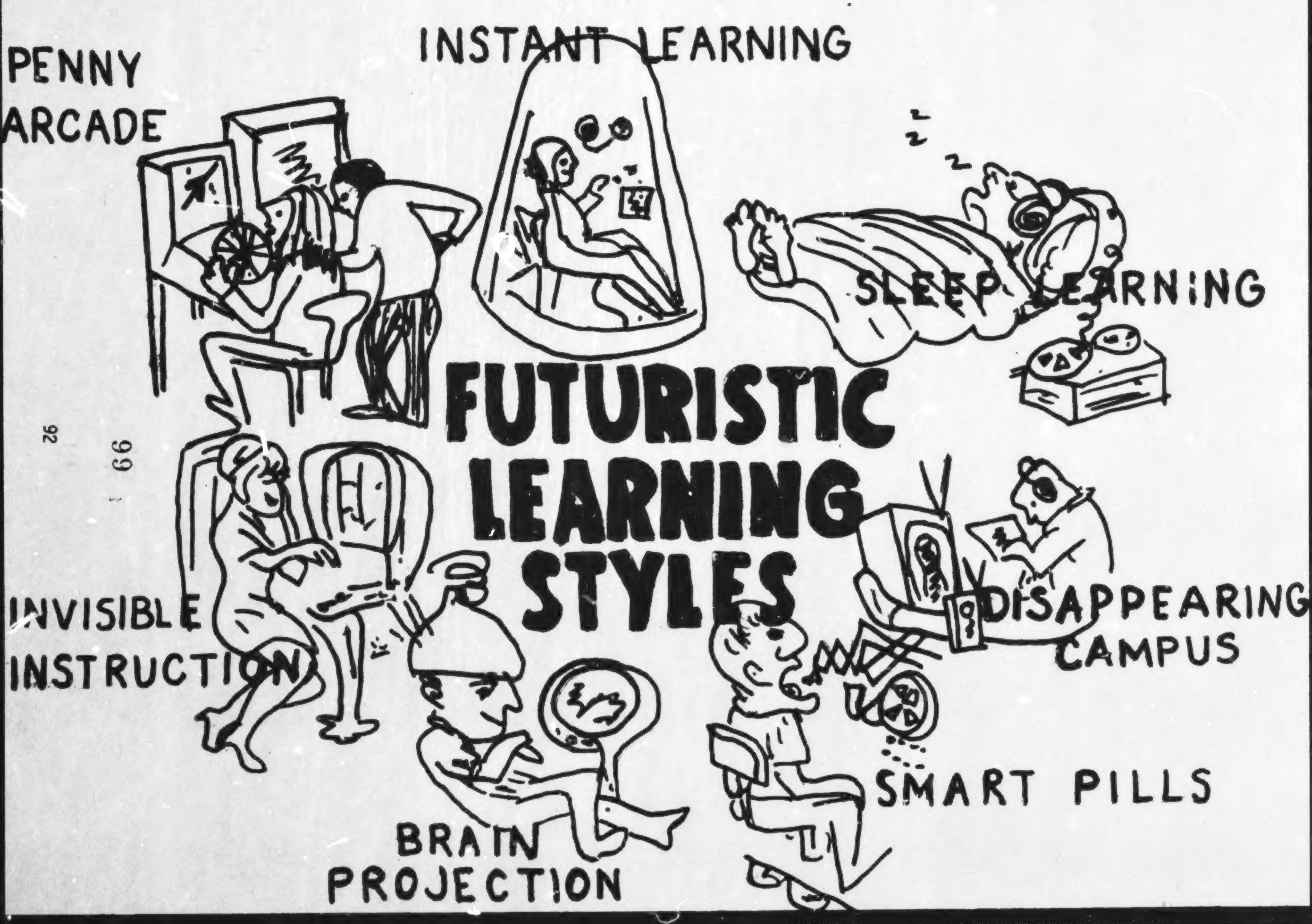
SYMBOLIC

PICTORAL

EXPERIENCE

VERBAL

GRAPHIC


INSTANT LEARNING
PENNY ARCADE
SLEEP LEARNING
FUTURISTIC LEARNING STYLES
DISAPPEARING CAMPUS
INVISIBLE INSTRUCTION
SMART PILLS
BRAIN PROJECTION

TAKING EDUCATION TO THE PEOPLE

Slide 11: Quality Control

Quality control is a concept relatively unknown in post-secondary education. We have given much lip service to accountability but have not seriously examined appropriate models in industry to show us that quality control is attainable in our own enterprise. I addressed the National Association of Trade and Technical Schools at the beginning of this week. During that convention, I was impressed with the efficient manner in which proprietary schools have "priced out" the profit-loss of each student who leaves the educational program before its completion. These proprietary school officials were concerned with profit and loss which became translated into a concern for the "no shows" and the "dropouts." They were concerned with providing experiences or services to guarantee that a student, once enrolled, would in fact enter the institution or program. They were equally concerned with the loss in profit for each student who left the institution before completing the program. For each of these two, many sessions were held to examine techniques and approaches to reduce the "no shows" through better counseling and public information and to reduce the "dropouts" through greater faculty commitment and advisement. Consumer feedback through employer groups as well as graduates was important to that group. The same kind of quality control should be part of an on-going process by your institution and this can best be done on a regional basis.

Slide 12: Community Commitment

If your Consortium is committed to greater services to the region, more efficient approaches to instruction and learning, and to quality control and fiscal efficiency, you can anticipate community commitment through financial as well as attitudinal support. Your Consortium has the potential of identifying a number of worthy projects for which foundations and the governmental agencies would, I am sure, be most interested. The fact that you have combined as a collectivity would strengthen your chances of being funded. It would be necessary, however, for you to demonstrate the viability of the Consortium by demonstrating that you would pursue these cooperative programs on your own even in the absence of external funding. This is an important concept which many consortia have grievously ignored.

IV. ADVANTAGES OF THE CONSORTIUM FOR COOPERATIVE PLANNING

The success of consortia arrangements when evaluated nationally would not be too promising. In many cases, consortia arrangements have been primarily gimmicks which groups of institutions have created to "con" the public into thinking they are getting something different when in reality little has been changed or added except for the title. A large majority of institutions conceived the consortium as a means of achieving economies and making administrative practices more palatable. Many institutions claimed the purpose of the consortium was to enrich the educational program for students. At the very same time these institutions sought to reduce institutional resources and commitment to the arrangement rather than seriously studying the implications which would fall upon the individual institutions to achieve the stated

QUALITY CONTROL

RECYCLE

PERIODIC TESTING

DIAGNOSIS

SAMPLING

CONSUMER FEEDBACK

ADVISING & COUNSELING

COMMUNITY COMMITMENT

- Financial
- Laboratory for Learning
- Advisory

purpose of instructional improvement. My point is that the purpose of the consortium must first be clearly stated and understood by all constituents.

If it is to be an arrangement whereby individual institutions can cooperatively plan for greater economies in the management of their individual institutions, then a commitment to that goal will require a willingness to plan and act accordingly. Centralized purchasing and/or processing, bulk buying, shared facilities and equipment, mobility of faculty for assignments for different terms at different institutions for special programs, and enumerable other activities which can be targeted to this goal will require a willingness on the part of institutions to surrender, or should I say willingness to invest, elements of flexibility and individuality. Trends toward greater commonality of accounting systems, calendars, and other approaches will necessarily need to be addressed.

It has been said that the decade of the 60's was the decade of growth and identity for the community college and technical institute. The decade of the 70's can be a decade of reform whereby our institutions focus upon improvement of educational programs and services to fulfill the purpose and mission which we have so loudly declared. On the other hand, the decade of the 70's could be a decade of drift or even a decade of retrenchment if individual institutions attempt to continue the pattern of isolationism and individual entrepreneurship. I believe your Consortium has great potential for addressing regional requirements as well as those of your individual institutions. There is much to be done in identification of the range of services and programs needed and requirements to translate these into opportunities for your institutions to be more vibrant and more successful even than they have been in the past.

As I observed before, such cooperative enterprise requires willingness on the part of each member of the family or Consortium to have a commitment and willingness to contribute to the overall success of the Consortium, even, at times, to the expense or detriment of that institution. There must be a willingness to support the larger enterprise for long-range benefits in spite of apparent short-range sacrifices. Example: When I was State Director in Pennsylvania, we had a situation in the eastern part of the state where two of the community colleges were developing a police science program and a legal aid program in spite of the fact that they were located only fifteen miles from each other. While they were not in a consortium, they were part of the state community college system, and, therefore, convened a meeting of representatives from the two institutions and was successful in having them agree that the duplication and overlap would result in poor services for both institutions. As a result, one institution agreed to drop plans for a police science program and concentrate on the legal aid program while the other institution did the reverse. This resulted in healthy programs for both institutions and maximum opportunities for the students of the two service areas.

But, are these worth it? In my judgment, we have many advantages to be achieved through the Consortium which is properly designed and implemented.

1. There is the advantage of the appeal that a consortium will have for funding sources ranging from governmental agencies to private foundations.

2. There is the advantage of greater staff development and enrichment through the inter-working relationships which evolve over the period of time.

3. There is the added educational and service opportunities which can be developed through cooperation in view of the size of institutions involved.

4. There is the advantage of this group of institutions to protect its regional service area from encroachments from other interests which are bound to come in the coming years.

5. And finally, but certainly not the last which could be be given, is the advantage of kicking the past tradition of separatism and moving toward the best of the career education concept goals.

These are some advantages you have already demonstrated in your own Consortium. There is much more you can and will do. I wish you every success in the pioneer endeavor.

STAFF DEVELOPMENT - INSTITUTIONAL NEED - FACT OR MYTH

WILKES COMMUNITY COLLEGE
March 3, 1975

Dr. W. Robert Sullins, President
New River Community College
Dublin, Virginia

Staff development has become a critical issue in the community college movement. The authors of a recent _Change_ publication entitled "Faculty Development in a Time of Retrenchment" state, "professional stagnation among American faculty is in danger of replacing faculty mobility; wringing more out of the declining resources makes adequate teaching on a major scale all the more essential to assure faculty development through the end of the century." There has been a great deal said and written about staff development during the past few years as the topic has been the center of attention for publications, conferences and workshops throughout the nation.

Community colleges have been fortunate that they are, as a whole, relatively new. Many of the staff members are new and excited about what they are doing. They are enthusiastic, and they are doing a great job. But how long will that last without turnover, change and growth? Turnover is declining as jobs become harder to find. Growth is beginning to slow down as colleges serve greater proportions of the population. In the future we will have fewer new faculty in the community colleges, and we will have to find ways to help the older faculty to act like new faculty in terms of enthusiasm for the job and interest in students.

Why do we need staff development? Each of us needs staff development opportunities just to stay where we are in the changing world today. Beyond that, if we are realistic, we will recognize that initially we were not completely prepared for the job for which we were employed. Perhaps we were prepared enough to survive in the job, and we had the minimum job entry qualifications; but we really did not have the knowledge and skills necessary for excellence. We did not know enough about secretarial procedures, teaching, management or building maintenance to make us capable of excellent performances in our particular positions.

We all need more information about what we are doing. We began with minimal qualifications, but most of us have not kept pace with the many changes. We must first accept the fact that none of us knew it all to begin with and there is much more to know.

There are a number of changes surrounding us which create staff development needs. The first of these is our changing society. We must know how society is changing, and the community college must reflect those changes. All of the societal variables that are changing affect us and what we do for our students. The changing society then is one of the forces that provides a reason to upgrade ourselves and to maintain a knowledge of what is happening in the world today.

Another reason for upgrading faculty and staff is the changing mission of the college which changes as the population changes. Throughout the nation, the role of the community college has changed significantly within the last fifteen or twenty years. The first two year colleges were not really community colleges. They were junior colleges or technical institutes. The comprehensive college, like Wilkes Community College, that really works to serve the needs of the local community was not known. Within the last fifteen or twenty years, the mission of the comprehensive two year college has changed and most community colleges seem to be striving to provide comprehensive services to their community which go far beyond the initial role of the two year college. We do not know what the future holds for us, but we can count on changes being made in the mission of the community college in the years ahead. We need to be constantly aware of our college's mission and what we can do to assist in accomplishing that mission.

Our students change quarter by quarter and year by year. During the last few quarters, community colleges have experienced a large influx of veterans. That is one way in which the community college student enrollment has changed significantly. These veterans have very similar needs to other students and yet they also have different needs. They have advantages with personal funding and they have disadvantages in relating to the community. Changes in our student body make keeping up a necessity.

Changing technology is also obvious and much discussed. Each of us in our positions need to make certain that we are keeping up with what is available in our job field. Technology certainly affects each and every one of us. It affects us in two very significatn ways. First of all, it affects us in our subject field, whether clerical, administrative, machine shop or English classroom. Secondly, it affects the kind of facilities and equipment that we have available to do our job better. This increasing technology applies, of course, to each area of staff development whether it were working with maintenance staff in their effort to do a better job in maintaining the facilities or secretarial staff in their role of correspondence and record keeping or teachers in the classroom. Whatever our job is, maintaining knowledge of the new technology which is applicable to our job is important.

The next change that we might consider is that of changing knowledge. We have all heard the anecdotes about how the knowledge explosion affects us. It is obvious that there is much new for each of us to know. Teachers need to know more about their subject field, managers need to know more about management techniques, secretaries need to know more about their field. While we can't know all that we need, we should at least keep ourselves informed about where we can find that information.

The last change that we might consider is that of changing individual aspirations. Very few of us spend our entire productive life doing the same thing. Our aspirations change as our plans to be secretaries, teachers or deans fade after five or ten years of doing the same job. We begin to think about trying other things, whether it's a different job within the same institution, at other institutions, or something completely outside the field of education. Changing aspirations affect our need for staff development at the college.

These are some of the reasons why each of us needs to be involved in staff development and why the institution should provide for staff development. Any institution, industry, business or organization has two major functions. Of course, the most obvious function is that requirement to accomplish the mission for which it was designed. A second major function that any organization has is to provide for the needs of the people within the organization, and those needs include opportunities for professional maintenance and progression.

An automobile manufacturer's concern is to manufacture automobiles and make a profit, but it also must provide a place of employment where people can earn a living in an acceptable, if not enjoyable, climate. Wilkes Community College has an obligation to provide opportunities for all staff members to fulfill individual aspirations, to grow within the organization. These two aspects of the institution are important for staff development. The organization must be maintained so that it can accomplish its goal to its students, and the organization must provide an environment that is pleasing and beneficial for the staff to work.

What are some of the ingredients of a staff development system that can be successful in providing for both of the institution's primary responsibilities? The system must be planned. That is the only way that the college can really maintain a staff development program that will provide for individual needs of all the people within the organization and at the same time enable the organization to fulfill its mission to the students. A planned system is one in which each person within the institution has an opportunity to participate in the design and development. It must be a system in which each individual has an opportunity to identify goals within the staff development program. The system should look at present, as well as future, needs of individuals and the organization itself.

Staff development opportunities should be provided for the part-time as well as full-time staff. It is amazing how many colleges have part-time faculty and support staff and yet they provide no opportunities for those staff members to develop a clear understanding of the mission of the college. They have been employed to teach a specific class and have no opportunity to see how that class meshes with similar classes taught by the other teachers. Frequently, they don't even know whether their course is designed for transfer to other institutions or is planned for immediate employment skills. Staff development opportunities for part-time faculty and staff should be provided at times that are convenient to them. Many of them work full time during the day and teach courses at night. The college should provide opportunities in the evening or Saturdays for full-time and part-time staff to work together and plan what they are doing so that the students benefit to the greatest degree possible.

We should consider the resources that are available for staff development. Perhaps the first thing that comes to mind is credit course work at the graduate and undergraduate level. These courses may provide ways to upgrade subject matter as well as skills and techniques used in the classroom. Some colleges have Sabbatical or educational leave opportunities for graduate or undergraduate study and others provide tuition assistance for courses to be taken during off hours during the regular time. Perhaps one of the best modes is for university classes to be taught on the community college campus designed to meet needs of individual instructors as well as the college overall staff development goals. Cooperative programs that may be developed with four year colleges and community colleges through consortia may provide significantly expanded resources.

In addition to credit opportunities, colleges can find frequent non-credit workshops and conferences off campus and may arrange similar opportunities for their staff on campus bringing in consultants or workshop leaders with specific skills. Many colleges take advantage of consultants to provide for specific needs for their staff and at the same time invite participants from nearby colleges to make the workshop more feasible economically.

Staff development opportunities to attend conventions such as the Southern Association, a particular subject convention, or the American Association of Community and Junior Colleges are also beneficial. There is a financial limit on what the college can do, but with departments sharing their money and working together many conventions can be attended by staff members with those persons bringing back information and knowledge that they have gained.

In addition to conventions and workshops involving travel, we may use travel funds for faculty and staff to visit other colleges, secondary schools, industries and businesses throughout our region and the country. Sharing opportunities such as conventions, workshops, and visitations provide for us opportunities to learn from others about things that have been tried which succeeded as well as things that have been tried and did not succeed. Too frequently at individual colleges we're reinventing the wheel or testing worthless ideas just because we haven't heard.

Group study provides another fine opportunity in staff development with teams of individuals working on similar problems or interests. Through group studies staff members can get involved in professional reading and course work. Reading can be one of the best modes of staff development for persons who are self disciplined. In a staff development program which provides for well planned reading programs, perhaps bringing the author to the campus for the group interaction at the completion of a reading program, can be very helpful.

Why do we need staff development for the total staff? All of us as individuals have specific staff development needs. All of us are seeking opportunities to improve what we are doing in our jobs. We find ourselves constantly faced with problems about which we know very little. We recognize that our correspondence does not look as good as we would like or our students are not doing well when they transfer or our halls do not look as good as those at an adjacent campus. We all want ours to be the best and we need opportunities to find out how to be the best.

In addition to individual needs, the college has team needs. Within each college campus there are numerous teams that perform the actual work. Departmental teams, divisional teams, teacher/administrator teams, teacher/secretary teams, teacher/counselor teams, etc., make up the groups of people that organize informally daily to accomplish the various tasks at the college. While our staff development programs should look toward opportunities for each individual to develop skills, they should also provide opportunities for teams to develop in their capabilities to work together.

Looking at each grouping of staff members within the community colleges, what are some of the specific needs? The first group that comes to mind is that of instructors. Instructors require staff development opportunities to maintain subject matter competency, but at the same time attention must be given to other areas such as teaching methods and educational technology, test preparation, classroom management and curriculum development. In addition to these areas, the community college instructor needs to be fully versed in the college philosophy and needs to be completely aware of the kind of community the college serves and the kinds of students who attend the college. Faculty members need to be aware of the community resources that are available to them to enhance their teaching program to include businesses, hospitals, industrial plants for student visitations, jobs available for cooperative experiences and internships and human resources that are available for classroom visitations and special presentations.

Student services staff members, of course, need staff development opportunities to maintain their technical skills in the counseling area. They also need to be aware of new developments in the field of counseling and the other student services activities. They also need opportunities to maintain their knowledge in the college philosophy and to understand the community served by the college and the students who attend the college. Staff development programs for student services staff should include opportunities for those staff members to learn more about the instructional programs at the community college, and they, too, need to know about community resources available to them such as the employment services, mental health and social agencies, and veterans services.

College management personnel, or course, require a thorough understanding of the college philosophy, the community and the students served by the college. They also require information regarding community resources available to the college. College managers have generally received very little training in management skills, and so staff development programs should be provided to give managers an opportunity to improve in management skills, goal setting, team building, management information systems, leadership and budgeting. Programs should be prepared to meet the specific needs of this particular group.

Classified staff require specific staff development programs meeting their technical skill needs, whether maintenance or secretarial, but they also require staff development opportunities regarding the college philosophy and the community and the students served by the college. Lacking a knowledge of the college mission, a secretary or security officer may close the open door before the student ever sees a teacher. Classified staff also need opportunities to develop in team functions, both within their own areas as well as with working with other staff members. Classified staff members may also provide the college the most effective control of the utilization of resources where those staff members have received training in that area.

Staff development is a necessity for all of us. We all require opportunities to maintain our knowledge and skills and to grow. Every staff member should be measured by his or her contributions to the accomplishments of the goals of the college. Every staff member then needs the opportunity to develop the knowledge and skills necessary to insure that his or her efforts do contribute to the accomplishment of the college goals.

16th ANNUAL WORKSHOP
SOUTHEASTERN COMMUNITY COLLEGE
LEADERSHIP PROGRAM
Tallahassee, Florida

STAFF DEVELOPMENT FOR THE RURAL COMMUNITY COLLEGE

Dr. William R. Richardson
Vice President for Planning and Development
Wilkes Community College
Wilkesboro, North Carolina

INTRODUCTION

Someday this conference may well be viewed as one turning point in the development of a large and important segment of post-secondary education--the institutions serving the rural areas of America. For too long these institutions have stood at a distance from the mainstream of national change, and, therefore, have not been subjected to the "revolution" that has affected post-secondary education, particularly in the more affluent urban institutions.

The Southeastern Leadership Group members here at Florida State University and the University of Florida are to be commended for the leadership role they are exhibiting in recognizing the unique position and needs of the rural institution. To my knowledge this is the first major conference that has focused on the rural institution; therefore, this is a highly significant conference and one in which I am highly honored to be a participant.

ESSENTIALS OF THE TOPIC

The term "staff development" has facets of meaning that suggest a condition both restrictive and open-ended; therefore, it possesses the tension of self-contradiction. Staff can be defined as "a body of persons associated in carrying out some special enterprise under the supervision of a manager or chief," and development is defined simply as "gradual evolution or completion." A dichotomy exists, then, between the restrictive "body of persons" and the open-ended "gradual evolution." This apparent contradiction may explain why so many people lack an understanding of the term.

For the purposes of our discussion today, the "body of persons" is the group operating a two-year post-secondary institution located in a rural area of American with the public responsibility of providing essential educational and training services to the adult population of the service area assigned. The degree to which this institution can effectively meet its public charge will be determined by the effectiveness of a planned evolutionary process which enables this "body of persons" to identify the various needs of the service population and to develop and carry-out programs of education and training to meet these needs, and the accuracy of continued assessment of its efforts. Therefore, staff development must be diagnostic, prescriptive, supportive, and preventative.

One can safely generalize that the quality of service in the community college depends primarily on the quality of the staff. An institution can enroll more and more students, it can employ a wider range of staff personnel, it can build larger and more attractive buildings, and it can develop greater varieties of educational programs and service activities; however, all of this will not produce effective service if the staff is not highly competent for the tasks placed upon it by the dream of the "open-door" college. This is particularly true of the rural two-year institution. One can make the following generalizations that are particularly true of the rural institution:

(1) The rural institution is out of the mainstream of innovative action and involvement.

(2) The size of the institution does not provide for more than a minimal level of programmatic diversification.

(3) Due to its isolation, the institution has difficulty attracting a high level of proven professionals, particularly administrative personnel.

(4) Due to the rural nature of its service area with its low level of industrialization, the supportive local tax base does not provide the institution with the level of financial support comparable to urban institutions.

(5) Due to the above factors, among others, the staff of a rural institution is primarily composed of public school trained and experienced personnel, and the vast majority of chief administrative officers have been public school principals or superintendents.

These factors or conditions result in a rural institution with a staff that possesses values, attitudes, and beliefs that are directly contrary to the community colleges' philosophy. As stated by O'Banion, it is "the highly competent and creative staff members who provide leadership, develop quality programs, and encourage community participation who are the key figures in the community junior college." Rural two-year institutions do not possess the cadre of "highly competent and creative" staff members that are more commonly found in larger, more affluent and progressive urban institutions; therefore, if the rural population is to realize the potential of the "open-door" college, this deficiency of competent and creative staff must be overcome.

Considering the realities facing the rural two-year college, it is highly speculative to assume that staff and service deficiencies can be remedied by any method other than a well-devised plan of personnel development, which could be supported with available resources. It is the development and implementation of such a plan that presents any institution with limitless challenges, and it is the magnitude of these challenges that has deterred the total educational enterprise from accepting and attempting to meet these challenges in any definitive way. If this is accepted as a generalized truth, then we must ask why and how this can be altered, particularly as it relates to rural institutions.

STATE OF THE ART

We cannot blatantly condemn education for not having met the challenge of effective staff development; instead, we must consider what has been consuming its entire vitality for the past decade--the unprecendented growth of enrollment in all areas of public education. The growth of post-secondary education during the past decade has been overwhelming; however, this increase in enrollment is gradually peaking, and at the same time more of the newer institutions are meeting the demands for resources and facilities. With the arrival of more stability in post-secondary education, more attention is being focused on the need for effective planning, utilization of resources, improvement in the quality of services, and the extent to which the basic mission has been fulfilled.

As accountability has appeared on the educational scene over the past few years, institutions have become more aware of their responsibilities in meeting the needs of their service population in a realistic and meaningful way. This awareness is focusing increasing attention on the need for a comprehensive program of personnel development based on carefully defined and developed institutional goals.

Although many institutions are in the process of developing comprehensive developmental plans and a few states are just beginning to provide support, the state of the art is indeed primitive.

PARAMETERS FOR PLAN DEVELOPMENT

If the state of the art is primitive, where does an institution turn for assistance? To me the answer is simple and direct--the institution must first turn unto itself. By turning unto itself I am implying:

(1) That there prevails an institutional climate wherein there is a professional desire to improve the effectiveness of the institution's service;

(2) That the institutional leadership realizes the absolute necessity for a system of data gathering and analysis on all aspects of institutional operations;

(3) That all analyses should be based on carefully developed institutional and service-program goals and objectives which would provide a basis of input-output evaluations;

(4) That all service programming of the institution should be based on assessment of the needs of the population served and that the assessments of these needs should be complete, i.e., that the individual to be served always be "center stage";

(5) That careful and comprehensive analysis should be made of the entire staff of the institution to determine

   (a) The level of understanding of, and commitment to, the philosophy of a "community college,"

(b) The degree to which each staff member understands and is committed to the goals of the institution and the objectives of their particular professional assignment,

(c) The distribution of staff in relation to age, sex, and other personal factors within the various areas of the institution,

(d) The levels of formal education, prior experience (both related and unrelated), and the period of time between the latest episode of formal education and the current assignment, and

(e) The prevailing attitude within the institution toward involvement in systematic professional development; and

(6) Finally, that a detailed analysis be made of available resources for an evolving plan of personnel and institutional development. (This analysis must include institutional resources, community resources, state resources, and national resources).

At this point one might reasonably say: This all sounds nice and theoretical; but how can a small institution with limited financial resources, small student population, small unspecialized staff, and a large, sparcely populated service area possibly achieve this level of sophistication? To me the answer is quite simple and direct: if the institution is to justify its continued existence, it must reach this minimal level of self-analysis and development. Further, development must become standard operating procedure and the foundation for all institutional planning and evaluation, both short and long-range. I also maintain that all institutions possess this capability regardless of size. But if they do not, then how can they justify continuing the employment of those staff members at public expense?

The power of the presidency in the rural institution is important to consider when one studies the problem of staff development. Unlike the large urban institution, the rural institution is generally under the absolute control of the president with little effective delegation of authority. As previously stated, many of these rural chief administrative officers were originally principals or superintendents. In many instances, therefore, these institutions are operated almost as if they were a rural high school, and not a community college. Indications are that these conditions are gradually being corrected mainly through increasing control at the state level. It would be a mistake for anyone to assume that, in making this observation, I am advocating increased state-level control over two-year colleges; however, I am strongly advocating that the selection process for two-year college presidents be generally improved.

PLAN DEVELOPMENT

It is suggested that staff development planning and implementation occur in four distinct phases; these four suggested phases are:

(1) Climate setting

(2) Organizing and Training

(3) Plan development and implementation

(4) Plan maintenance and evaluation

The climate-setting phase should be initiated when an institution makes the decision to begin development of a plan for institutional staff development. Before initiation occurs, there are certain suggested prerequisites that should be considered. These prerequisites are:

(1) That the president understand and be committed to the development of a plan that encompasses all personnel, including himself;

(2) That the goals of the institution and the objectives of all programmatic and service activities be clearly defined;

(3) That these goals and objectives be directly related to a planning document for the institution;

(4) That all administrative personnel be held accountable for support in their area of assignment; and

(5) That a carefully devised pre-plan be developed and carried out to maximize a climate of receptivity on the part of all personnel.

Phase two is initiated by the president when authority is delegated to an individual or a committee for plan development. In considering the size of most rural institutions, I suggest that this authority might be more appropriately delegated to a peer-group committee. This committee must represent all discernible peer groups in the institution: administration; faculty divisions; student personnel; library or learning resources center; support, clerical, and maintenance staffs; and adult or continuing education. For most rural institutions, the committee would consist of approximately eight members. It is recommended that this committee should be carefully selected by the president and that the chairman should be the chief academic officer.

When this committee is established, it is of extreme importance that clear, precise guidelines be established for the committee and that the committee membership receive specialized training for assigned responsibility. Committee guidelines might appropriately be based on the following assumptions:

(1) That all full-time personnel of the college are qualified for the positions they are assigned; therefore, that each has no greater or lesser need for self-improvement opportunities than any other, regardless of position assignment;

(2) That staff development can provide a means for the institution to more effectively attain its goals;

(3) That development can be achieved by insuring that all personnel--administrative, staff, faculty, and support--have planned opportunities to improve their competencies, particularly in the areas of their assignment;

(4) That to be justified, these opportunities must have the potential of enhancing both the capabilities and desires of the individual;

(5) That these opportunities are based on those needs that are identified by individuals and peer groups;

(6) That the most desirable way to provide these opportunities is through a planned and coordinated program that would meet identified needs and which could be supported by available resources.

Specialized training for the committee membership is, in all probability, the most important aspect of plan development. To be effective, this committee must become the campus "expert" on staff development. This "expertise" can be achieved through a carefully developed training plan that should be carried out with intensity during the first year and with less intensity thereafter. This training program should include, but not be limited to, such activities as acquiring a library of resource and reference materials, understanding thoroughly the nature and implications of the institution's long-range plan, visiting (as a group and individually) institutions that have an on-going plan for staff development, acquiring specialized resource persons to work with the committee, and attending a variety of conferences that have topics or discussions basic to the affairs of the committee.

It is further recommended that this should be a standing committee and that all committee members except administrative should be given an additional salary increment for committee service and/or some consideration given for released time.

Tentative completion of phases one and two brings an institution to the critical point in institutional staff development. It is at this point that the president must insure that an intensive appraisal is made to determine the following:

(1) The degree to which a climate of receptivity has successfully been established throughout the institution;

(2) The level of administrative commitment to the value, worth, and need for development activity throughout the institution;

(3) The extent to which institutional resources will be allocated to developmental activities;

(4) The effective level of committee training and an accurate assessment of committee belief in and commitment to its responsibilities;

(5) The degree to which the president personally perceives an institutional need for development, his willingness to commit the weight of his office to its effective evolvement, the extent to which he will commit institutional resources, and the degree to which he will permit changes to occur as a resultant of the developmental process. (This is an analysis the president must make within himself and it is by far the most critical to an effective developmental program).

This presents the institution with a "moment of truth." In light of careful analysis, a "stop-go" decision must be made in the full realization of decision consequences upon the future of the institution. The program is development; development is change; change is planning and just plain "hard work" by a professional team. If the institution is not willing to face the realities of potential risks as well as the rewards, the decision must be "stop" and retain the status quo. If the decision is "go," then the institution has passed the point of no return. Any reversion to the previous status quo could have a high risk potential of bringing the institution to a lowered level of service effectiveness.

The third phase encompasses major committee operational responsibilities. The responsibilities can be summarized as consisting of the following five comprehensive activities:

(1) Receiving and analyzing needs identified by individuals and peer groups;

(2) Identifying support requirements;

(3) Identifying resources and constraints;

(4) Organizing means to meet needs; and

(5) Developing an operating programmatic plan.

It would be a dangerous assumption for any institution to expect that an effective level of operational plan implementation could be achieved within one year. More realistically, any institution entering such a comprehensive plan of development should view it as a five-year developmental project. Although these three phases are being presented as separate developmental steps, in the realities of institutional action, they are part of a unified whole being developed simultaneously.

The final phase, plan implementation and evaluation, would be a continuous process as long as the institution had an organized plan for institutional staff development. Many aspects of this process would ordinarily be integrated into regular operating procedures of the institution.

Ultimate success of any plan for staff development is dependent upon the quality of evaluation processes. Evaluation in this context refers to the degree to which an institution is willing to assess all aspects of operations, from institutional planning to activity objectives. The results of this type of evaluation provide the bases for continued plan assessment and revision, thereby insuring that development activity is always keyed to individual and institutional needs.

Staff development for the rural institution is not a debatable need. The challenges facing the rural institution are of such nature and magnitude that they cannot effectively be met with anything less than complete utilization of all resources, be they material or human. Any institution can realize its full potential with existing resources if its leadership has the insight and desire to set this as the ultimate goal.

Stuart Miller in Dialogue in Education illustrates vividly the need for staff development in education in his portrayal of educators. "There was a grayness about them; their beings had been grayed by their fierce attempt to give importance to what was not important." William Arrowsmith give further amplification when he stated that, "It is possible for a student to go from kindergarten through graduate school without ever encountering a man; a man who might for the first time give him the only profound motivation for learning, the hope of becoming a better man." Can staff development continue to be a debatable issue for the rural two-year institution?

THE BUSINESS-INDUSTRY SURVEY: ITS USE IN INSTITUTIONAL PLANNING

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I. GENERAL RESEARCH DESIGN AND CONSIDERATIONS

A. Rationale

The general public and state legislatures recently have been quite insistent in asking community/junior college planners to answer a most pertinent question: Can technical institutes and community colleges plan according to the changing demands of local and regional job markets?[1] In response to this question, a market research technique has been derived that provides planning data on job market opportunities for graduates of technical and vocational programs in two-year institutions.

The market research ideas and techniques presented in this paper were developed by administrators and research coordinators in a group of community colleges and technical institutes[2] for two reasons: (1) to appraise and project job market conditions that now or will later influence the employment opportunities for graduates of vocational and technical programs and (2) to use manpower data, thus collected, for immediate and long-range curricular planning, as required by public policy.[3]

The insistence that educators perform manpower surveys has been reflected in requests to various governing bodies that accountability procedures, similar to those market research techniques used by business, be implemented in planning for postsecondary education. With the support of Title III funding, the following business market research procedures were gradually adopted by educational planners at the institutions: (1) Determination of product need before production begins; (2) Evaluation of production costs, e.g., PPBS and simulation modeling; (3) Assessment of the public's attitude, use of, and future need for marketable products; (4) Determination of optimum conditions between production processes and market demand; and (5) Systematic planning that entails evaluating the production-market relationship and calls for modification of the quality or quantity of products being produced.

Assumptions that further support the use of job market research for assessing employment opportunities for graduates of postsecondary educational institutions are as follows:

1. Output-oriented long-range institutional plans, linking costs for producing graduates with data on the suitability of the job market for graduates, should be the basis for allocating public resources to two-year institutions.

2. Because state agencies are allocating taxpayers' dollars to "open door" colleges, public policy makes it mandatory for administrators in public two-year institutions to derive community manpower data (in long-range plans) that point out employer's needs for graduates of specific curricular programs.

B. Specific Purposes of the Survey

In addition to the foregoing broad rationale, the business-industry survey has two rather important specific purposes:

1. To gather information facilitating five-to-ten-year projections of the number and types of jobs that are expected to be available in an institution's service area--jobs for which the community college or technical institute can provide training.

2. To provide a direct personal communications link between an employing organization in an area and its local two-year institution so that information about community needs and community college/technical institute capabilities can be exchanged.

C. Pre-survey Procedures

To accomplish the specific purposes of the study, the analyses formulated from the business-industry survey data included comparisons of the number of incoming students selecting particular education-training programs with the number of graduates (GRADS) and "early leavers with marketable skills" (ELMS) of curricular programs; these two numerical items were then contrasted with the demands of the job market. It should be noted that the "interview" technique, which was used in administering the questionnaire, was considered indispensable to accomplishing the second purpose.

Consortium researchers incorporated survey procedures into overall institutional planning activities--from the examination of each institution's goals and purposes to the use of the survey results in long range plans. This was done by utilizing a four-step process:

1. Reviewing Institutional Philosophies

   Institutional philosophies were examined. Goals (the unquantified statements of institutional purposes) were formulated so that they encompassed the programs being offered by the community colleges and technical institutes. Administrators, faculty members, students, and community leaders assessed constraints arising from the institutional service environments.

2. Compiling Institutional Curricular Program Lists

   Institutional lists that itemized both current and proposed vocational, technical, and college transfer programs were developed. These "Program Lists" became for each institution a factor for controlling overall program planning. The lists reflected a number of known constraints such as: (1) the complement of education-training programs assigned to each institution by the North Carolina Department of Community Colleges, (2) the program preferences of incoming students, and (3) the "proprietary" rights of other two-year institutions.

3. Writing Curricular Performance Objectives

   Program objectives for each curriculum were written for proposed and current curricula. These objectives quantified the output of GRADS and ELMS for each curriculum. An example of a program performance objective would be--"to educate and/or train 27 GRADS and 3 ELMS per year to be practical nurses."

4. Establishing Survey Planning Guides

   A special form was used that matched institutional goals, program performance objectives, estimates of numbers of GRADS and ELMS that would be available for the job market over the next five years (ten years if desired), job clusters, and places of employment by curriculum reference.

   The list of firms and community agencies which had employed GRADS and ELMS was derived from an alumni study completed previously by consortium members. The alumni study also furnished research coordinators with occupational titles and these titles were grouped to form program job clusters. The list of firms and community agencies and the list of job clusters not only assisted the research team in its efforts to design the survey instrument and define the survey population, but these documents also provided institutional planners with the historic data necessary to describe institutional output in terms of employment by curriculum.

D. Administering the Survey

The market research procedures involved in developing and administering the business-industry survey included defining the population, developing the questionnaire structure, selecting the sample, and determining techniques for administering the questionnaire.

1. Defining the Survey Population

Utilizing the historic data noted previously, one segment of the survey population (universe) was defined as those community agencies, industrial firms and services, mercantile outlets, and professions which are the "clientele" of the institutions. Documents, such as the Directory of North Carolina Manufacturing Firms[4] and the "Community Audit" conducted by the North Carolina Commerce and Industry Division,[5] and contacts with community leaders were used to establish this part of the survey population. This population of firms and agencies was subjected to the sampling procedures described below.

In defining the population of employees to be included in the survey, two variables were considered. What elements of the total manpower/employment force represent the targets for the survey? And how can employees be, by occupational category, tied into the education program planning structure of the technical institute and community college?

The population was further defined as those persons in the work force whose educational level is

--beyond that provided on the job

--comparable to that provided in two-year institutions, but

--less than that requiring a baccalaureate or higher degree.

2. Developing the Questionnaire

A questionnaire was developed which had sections designed for accumulating data in concert with North Carolina Department of Community Colleges classifications, e.g., agricultural and biological sciences, art and design technologies, and business technologies.

A unique feature of the questionnaire grew out of the intention to collect manpower information in such a way that it might be immediately tied by occupational title to North Carolina Department of Community Colleges curricular programs. To establish this "crosswalk" feature, a cross reference was prepared, which linked academic program titles and occupational titles from the Dictionary of Occupational Titles (DOT)[6] that seemed reasonable to be tied as outputs of vocational and technical programs.

The instrument also had a scheme for recording employment data: (1) permanent positions, 1971; (2) permanent positions, 1974; (3) employers estimated needs, 1979; (4) employment separations; (5) employment accessions; (6) true turnover; and (7) number of unfilled jobs.

The last page of the questionnaire consisted of a supplementary information section from employers relevant to training needs, emerging or phasing-out operations, the educational status of employees, and total employment figures.

3. Selecting the Sample

The research design provided for a relatively large sample that was representative of all employing organizations in a technical institute or community college service area.

Where local employment patterns permitted, the survey population consisted of the following:

1. All organizations employing 50 or more persons, and

2. A random sample of all other employing organizations.

4. Survey Interviewing and Liaison Techniques

Since an ancillary purpose of the survey was that of improving relations with business and community agencies, it was decided to use the interview technique, especially, with firms which have a large number (above fifty) of employees. The portion of the population represented by firms and agencies having fewer than fifty employees was, in some instances, interviewed by phone.

To assure consistency in the manner in which data were collected during the interviews, a "List of Instructions for Interviewers" was developed. Also, faculty and administrators who were to do the interviewing received special instructions.

E. Analyses and Application of the Results

The worth of the business-industry survey is dependent upon the validity and reliability of the derived data and upon the relevance and application of the results of the various analyses. Validity of the survey instruments was determined by conducting small-scale pilot tests at three of the institutions. Analysis of regression was utilized in making the manpower projections; reliability was checked by comparing derived data with Bureau of Labor Statistics turnover figures.[7]

The collected data were grouped as noted below, in two different time frames; and then the statistical analyses were run.

Research Projection Patterns	3 Years Ago Employ. Figures	This Year's Employ. Figures	Five Year-- Future Estimate by Employers
I Factual Data Only	X	X	
II Includes Employer Estimates		X	X

It was determined that the output of statistical analyses from the business-industry survey ought to include:

1. Occupational projections run on technical and vocational program tallies. For comparative purposes a separate set of projections has been run for each of the data collecting time patterns noted above.

2. Occupational projections run on each job title as described by code numbers taken from the Dictionary of Occupational Titles. These projections were also run for both time patterns.

It was concluded that running statistical analyses based on these two different time frames would be an experiment, providing for a comparison between two sets of occupational projections when all the data from the colleges and technical institutes were assessed.

II. A CASE STUDY OF USE OF THE SURVEY AT HAYWOOD TECHNICAL INSTITUTE

A. The Institution

Haywood Technical Institute is located in Haywood County, North Carolina, approximately twenty miles West of Asheville, near the entrance to the Great Smokey Mountains National Park. With a population of 42,000, the county has a fairly diversified economy. Agriculture, industry, and tourism are the major sources of income for the county. The county ranks 27 out of 100 in North Carolina in per capita income and has two industries employing approximately 2,000 employees each.

Educational training is strongly emphasized in the county. All of the 17 elementary schools, 3 junior high schools, 2 senior high schools, and Haywood Technical Institute are accredited by the Southern Association of Schools.

Vocational training begins in the public school system middle grades and continues through junior high and senior high school, both of which have comprehensive vocational programs. Haywood Technical Institute (HTI) attempts to complement and add to the vocational training provided in the public school system.

Haywood Technical Institute was chartered in 1968 as a member of the North Carolina Department of Community Colleges. The institute offers 16 vocational diploma programs and 7 technical associate degree programs and certificate offerings through its Department of Continuing Education. The institute also has several unique features. A complete sawmill complex is located on campus and provides the lumber industry of America with much needed skilled employees in sawing, saw filing, lumber grading, and dry kiln operating. This may be the only educational institution in America to provide such training. Also, HTI offers a curriculum in Occupational Adjustment for physical, mental, or emotionally handicapped persons.

From an enrollment of 200 FTE's, the institution has grown to over 1,500 FTE's. Consequently, this growth has placed a tremendous burden on the facilities and has necessitated the development of long-range curriculum and facility planning.

B. Use of the Survey

Because of the size of the county and its peculiar employment patterns, specific procedures used were as follows:

1. Employment tallies for business-industry organizations in the county, according to SIC categories, showed that 58 organizations employed 20 or more and 700 employed less than 20. Therefore, it was decided that the survey population for Haywood Technical Institute would consist of:

    a. All organizations employing 20 or more persons, and

B. A 25 percent random sample of all other employing organizations.

2. A final list and a stratified random sample of organizations in the survey population was developed. A 25 percent stratified random sample, using SIC categories of the organizations employing less than 20, yielded a total of 175 organizations. This 175 added to the 58 organizations employing 20 or more yielded a population to be surveyed of 233.

With the completion of the sample selection, six teams were established to administer the survey. The teams consisted of 19 faculty and staff members. As far as possible, assignments were made to match the faculty member's area of instruction. For example, automotive mechanics instructors interviewed garage owners and car dealers.

In accordance with the second purpose of the survey (improving relations with business and community agencies), the interview technique was used. A workshop was held for all interviewers, at which the purposes of the survey and proper methods of interviewing were discussed.

Prior to administration of the survey, a public awareness program was initiated. This involved news releases in the local papers, public service announcements on the local radio stations, endorsement by the local Chamber of Commerce and a letter from the President of HTI to each organization participating in the survey.

Administration of the survey took place during the last two weeks of January and the first week of February, 1974. At the conclusion of the survey, a thank you letter from the president of the institution was mailed to each participating organization.

An evaluation was made of each program (curriculum) at Haywood Technical Institute based on data from the Business-Industry Survey, coupled with the results of Attrition Studies, High School Image Study, and in certain cases, regional surveys.

This evaluation consisted of decision such as:

1. Increasing enrollment in a curriculum

2. Establishing a ceiling on enrollment in a curriculum

3. Curriculum revision, for example, combining carpentry and electrical installation and maintenance into a light construction curriculum with several program options

4. Terminating a curriculum

5. Establishing a new curriculum

6. Establishing a certain criteria to keep a curriculum, for example, advise student that employment will be on a regional basis

In addition to the above, the Department of Continuing Education at HTI used the Business-Industry Survey as a basis for the establishment of classes in businesses and industries to retrain and update skills of workers. For example, courses were formulated in apprenticeship training and supervisory training, and specific courses were established for a specific industry.

The administration of the institution used the results of the survey to support master planning efforts which would help determine the need for new facilities, additional equipment, and additional staff members.

Improvement of relations with businesses and industries was achieved by follow-up meetings with leaders in business and industry wherein results of the survey were explained. Follow-up was conducted by departments within HTI to businesses and industries which employed their graduates, and follow-up was made be the Department of Continuing Education, where applicable.

III. CONCLUSIONS

By matching specific programs with specific jobs, the community college or technical institute can formulate a long-range plan that will benefit both the institution and its community. Based on the derived data, programs can be established, re-structed, or terminated within specific time frames and in response to specific needs. Moreover, the accomplishment of the survey methodology strengthens personal relationships between institutional personnel and community business-industrial leaders.

At Haywood Technical Institute the list of programs that were to be implemented over a ten year period differed somewhat from current offerings. Particularly, the projected programs offered more diversification within broad program areas. It was felt that this diversification was the key to the institution's adequately meeting community needs and better serving its clientele.

It seems logical to believe, then, that institutional planning, state funding procedures, and improved relations with business and community agency leaders are contingent upon continued use of a market research technique such as the one described herein.

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